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ABSTRACT

Created by the professional educators of the Merrimack School District (New Hampshire), this curriculum guide addresses the language arts in grades Readiness through 5, and in high school (freshman through senior). The guide begins with a foreword, an overview of the program, and a philosophy of each of the five major component areas of instruction (listening, speaking, reading, writing, and study/reference skills). An elementary language arts global curriculum map follows, identifying in chart form and in instructional sequence (specifying grade level for introduction, review and reinforcement, and mastery) all of the objectives of the Language Arts program for grades Readiness through 5 in the major areas of instruction. The guide subdivides freshman, sophomore, junior, and senior high school English into four levels each, with each level containing a course description, general student objectives, and a bibliography. A vocabulary list and an etymology list are at the end of each year's section. The guide concludes with creative writing and speech communication guidelines, both at level 3, including a course description, basic course outline, activities, method of student evaluation, general student objectives, and bibliography. (SR)

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MERRIMACK SCHOOL DISTRICT

LANGUAGE ARTS CURRICULUM

1985

Revised October 20, 1986

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MERRIMACK SCHOOL DISTRICT

LANGUAGE ARTS CURRICULUM

GRADES R - 12

MARCH 15, 1985

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GRADES R - 12
MARCH 15, 1985

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FOREWORD

This curriculum is the first produced in the Merrimack School District since the publication of many national reports and studies of education which occurred in the years of 1983 and 1984. It has been developed with the knowledge that expectations for program quality and responsiveness are high. It is a product of the labors of Merrimack's professional educators and their collective commitments to effective teaching and learning. A curriculum guide is, after all, a statement of priorities expressed in goals, objectives and student behaviors that identify the common opportunities for learning that our schools are determined to provide. The students in this district and their parents can discern these priorities and develop reasonable expectations for the acquisition of skills and knowledge over twelve years of schooling. Classroom teachers may specifically determine their instructional responsibilities and the anticipated results of their efforts when diagnosing, prescribing, implementing and evaluating classroom activities and strategies designed to develop the prescribed skills.

The format of the curriculum guide is simple yet directive. It is designed to be functional and cohesive from grades R-12. It is further designed to have added, by practitioners at each grade level, materials, activities and strategies that have proven to result in the successful development of the prescribed skills at that grade level.

Successful implementation requires that sound procedures for program evaluation be constructed and that teachers of all subjects and disciplines acknowledge that they too are vital to the successful acquisition of language arts skills. The first task is by far the easier of the two. The organization of the study compels the development of a means of evaluating the implementation of the program as well as of the quality of the program itself. The second mission can be accomplished only by securing the commitment of professionals in all subjects to work together in producing students with highly developed listening, speaking, reading, writing and study skills; Students who can "....write more clearly, read with greater comprehension, listen with more discrimination, speak with more precision and, through critical thinking, develop the capacity to apply old knowledge to new concepts." (Ernest Boyer, Carnegie Commission Report on the American High School)

The Needs Assessment Subcommittee met during the period from November 1983 through March of 1984 for the purpose of:

1. assessing school and community regarding the success of Language Arts instruction R-12.
2. soliciting suggestions from schools and community on improvements for the programs.
3. reviewing any published state guidelines for Language Arts Programs.

4. researching available test data to identify specific areas of strength or needed improvement.

The Development Subcommittee met during the period of May-September, 1984 for the purpose of:

1. organizing goals and objectives into units of study at each grade level using language that is clear, precise, and specific.
2. making recommendations regarding resources and materials necessary to implement each unit.
3. suggesting activities and strategies.
4. identifying indicators of progress or of mastery for each objective expressed as learner outcomes.
5. developing a mastery checklist at each level to indicate mastery review, reinforcement or introduction status of students for each objective.

OVERVIEW OF THE PROGRAM

The critical nature of the development of sound skills in the language arts mandates that all students be provided with a sequentially developed, common core of experiences and skills and with significant occasion to learn, practice and master these skills in meaningful ways. No mission of the school is superior to the provision of opportunities for students to become effective writers, effective thinkers, effective readers, effective listeners, effective speakers and effective learners. Mastery of one's language results from acquiring the skills that are sequentially organized and taught along a planned progression or hierarchy. This guide should be considered that plan. In addition to the articulation of skills, this program also links the common elements of communication (listening, speaking, reading and writing) with important elements in study and reference skills, critical thinking processes, and creativity. This program is designed to be added to, enhanced and enriched by practitioners as they develop the units, activities and strategies that will produce the desired outcomes.

The program identifies by grade level where skills are introduced, reinforced and mastered. It clearly and precisely delineates the expectations that we have for ourselves as educators and for children as students as we jointly attend to these tasks. It is presented in a format that will permit the users to understand their specific mission at a particular grade level as well as to appreciate their place in the total scope and sequence of a twelve year program of studies.

PHILOSOPHY

LISTENING

Listening is best viewed, at least for teaching purposes, as a composite of separate skills. To help students become more effective listeners they need to be taught discrete skills such as; identifying the listening environment, listening for a speaker's purpose, listening for main ideas, listening to follow directions, or listening to follow a sequence of events or reasoning.

Listening skills are study skills—in many ways the most primary of the study skills. Listening can be improved with instruction, and strategies are available for providing that instruction.

There are at least three levels of desired listening comprehensions: literal, interpretive, and evaluative.

Literal comprehension involves the basic foundation of listening, listening for explicit meaning, e.g. identifying main ideas, details, and sequencing.

Interpretive comprehension involves listening "between the lines", e.g. interpreting language and genres, tone and mood, inferring cause and effect or a speaker's purpose.

Evaluative comprehension involves listening with critical insight, e.g. drawing comparisons, predicting conclusions, identifying faulty thinking or reasoning.

Within this framework objectives for building listening skills have been designed. They are offered with the philosophy that every teacher is a teacher of listening at all times even though a particular lesson's focus may be serving a non-listening related objective.

SPEAKING

Reading and writing have their bases in oral language; the relationship between oral language and literacy is clear. Research has also indicated that there is a clear correlation between the quality of oral language proficiency and intellectual growth. With these facts in mind we must teach children to relate oral language with written language to their maximum extent.

READING

Elementary children in Merrimack are taught to read through a multi-modal basal reader approach. "This method assumes that reading is a developmental task involving the acquisition of major skills and that each of these major skills is comprised of many subskills."

Emphasis through the third reader level is on LEARNING TO READ. From the fourth level on, emphasis is on READING TO LEARN.

PHILOSOPHY

Growth in reading is affected by the learner's cognitive, emotional, perceptual, and language development, as well as prior knowledge (experience), and learning rate.

The major objectives in the reading program are: 1) ability to identify words independently, and 2) ability to comprehend written discourse at the literal, inferential and critical levels, and to apply learned skills to life-long learning purposes and pleasure.

WRITING

Writing is a process through which a child is able to express his experiences, thoughts and feelings in a symbolic form.

Writing is a craft which allows the student to manipulate language to convey his attitudes, intentions, perceptions and knowledge. For this reason it is important that he be competent in this area.

Writing is a developmental process. It is based on the child's ability to think, to speak and to express on paper.

It begins with an awareness of writing as a tool for expressing thoughts. The child then develops a desire to use writing as a communication tool. The teacher should provide many opportunities for the child to experiment with writing and experience success at all levels.

Spelling, mechanics and form are important, but must be the polish applied to the written expression.

These are the outcomes the following objectives are designed to achieve.

STUDY SKILLS

The acquiring of study skills is the process of learning how to learn.

Study skills are those competencies associated with acquiring, recording, organizing, synthesizing, remembering, and using information and ideas found in school.

All study skills are teachable at all levels to all students.

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LIST OF COMMON CORRECTION SYMBOLS

<i>agr</i>	error in agreement
<i>awk (k)</i>	awkward phrasing
<i>cw</i>	error in choice of words
<i>cap</i>	capital letter
<i>frag</i>	sentence fragment
<i>gr</i>	grammatical error (other than those indicated by other symbols)
<i>lc</i>	use small letter (lower case)
<i>mod</i>	problem with modifier
<i>ms</i>	manuscript form
<i>nc (?)</i>	not clearly stated
<i>p</i>	punctuation
<i>ref</i>	unclear reference of pronoun
<i>ro</i>	run-on sentence
<i>sp</i>	spelling error
<i>ss</i>	error in sentence structure
<i>t</i>	error in verb tense
<i>^</i>	something omitted
<i>A</i>	paragraph needed
<i>//</i>	lacks parallel structure
<i>~</i>	transpose letters

The Global Curriculum Map
Grades Readiness Through Five

The following pages identify all of the objectives of the R-5 Language Arts program. It is a curriculum map and is intended for use by all teachers responsible for instruction in the language arts regardless of grade level. It is vital that each teacher carefully review and reinforce skills taught in the previous grade, introduce skills so designated for your grade, and design strategies leading to mastery where indicated for your grade.

This map provides the instructional sequence for all objectives in the five component areas of instruction; Listening, Speaking, Reading, Writing, Study/Reference Skills. It includes a number of interdisciplinary objectives. As stated in the philosophy the responsibility for the development and maintenance of language skills is shared by all teachers in each academic area. Further, the map serves to graphically address the articulation of skills acquisition from grade to grade and organizational level to organizational level.

Key to Symbols:

- I** = The grade at which an objective is formally introduced.
- R** = The grade(s) at which the objective is taught and reinforced after its' introduction.
- M** = The grade at which a skill is expected to be mastered by the average student at the appropriate level for that grade.

R	1	2	3	4	5
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LISTENING SKILLS

The student will:

A. adjust physical conditions to promote listening	I	I	R	M		
B. focus attention on the speaker	I	R	R	R	R	M
C. adapt level of attention to purpose			I	R	R	M
D. determine sequence of events or ideas	I	I	R	R	R	M
E. follow oral directions	I	R	R	R	M	
F. identify tone and inflection	I	R	R	M		
G. recognize speaker's intent	I	R	R	R	R	R
H. identify main idea	I	R	R	R	R	R
I. distinguish between main ideas and supporting details				I	R	R
J. identify new information						I
K. draw conclusion		I	R	R	R	M
L. listen to participate in conversation and discussion	I	R	R	R	R	R
M. predict outcome		I	R	R	R	R
N. listen critically to:						
1. distinguish fact from opinion				I	R	R
2. recognize reality and fantasy		I	R	R	R	R
3. determine cause and effect				I	R	R
4. identify propaganda					I	R
5. make inferences			I	R	R	R
O. identify characteristics of poetry, plays, music and stories	I	I	R	R	R	R
P. listen to develop auditory memory	I	R	R	R	R	R
Q. listen to increase attention span	I	R	R	R	R	R
R. listen to create visual images	I	R	R	R	R	R

R	1	2	3	4	5
---	---	---	---	---	---

SPEAKING SKILLS

The student will:

- | | | | | | |
|--|---|---|---|---|---|
| A. adjust voice | | | | | |
| 1. volume | I | R | R | M | |
| 2. rate | | I | R | R | M |
| 3. pitch | | | I | R | R |
| 4. articulation | | I | R | R | R |
| B. use body language | | | | I | R |
| C. maintain eye contact | I | R | R | R | R |
| D. apply rules of courtesy in various situations | I | R | R | R | R |
| E. express complete thoughts and feelings with | | | | | |
| 1. words | I | M | | | |
| 2. phrases | I | M | | | |
| 3. sentences | | I | M | | |
| 4. paragraphs | | I | M | | |
| 5. stories | | | I | M | |
| F. use visual devices | | | | I | R |
| G. use a range of purposes in speaking: | | | | | |
| 1. inform | | | | I | R |
| 2. entertain | | | | I | R |
| 3. persuade | | | | | I |
| 4. initiate discussion | | | | | I |
| H. uses techniques of constructive criticism: | | | | | |
| 1. tact | | | | I | R |
| 2. freedom from bias and spite | | | | | I |
| 3. specificity | | | | | I |
| I. converse coherently | I | I | R | R | R |
| J. paraphrase | | | | I | R |
| K. respond to others | | | | | |
| 1. clarify or qualify | | | | | I |
| 2. extend ideas | | | | | I |
| 3. draw conclusions | | | | | I |
| L. keep remarks relevant | | | I | R | R |
| M. summarize main points of discussion | | | | I | R |

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N. ask questions in discussion

R	I	2	3	4	5
				I	R

O. engage in oral expression:

1. poetry	I	R	R	R	R
2. choral reading	I	I	R	R	R
3. short stories		I	R	R	R
4. plays	I	R	R	R	R
5. story telling			I	R	R
6. recitation			I	R	R
7. discussion				I	R
8. interviewing				I	R
9. debate					I
10. reporting	I	R	R	R	M

READING SKILLS

COMPREHENSION

The student will:

A. identify main idea	I	R	M		
B. infer main idea			I	R	M
C. distinguish between main idea and relevant details			I	R	M
D. locate main idea in varying positions			I	R	M
E. associate pictures with text	I	M			
F. recognize story titles and subtitles	I	M			
G. relate story to title	I	M			
H. construct appropriate titles	I	R	M		
I. discriminate between topic/main idea			I	R	M
J. find specific details	I	R	R	M	
K. recall details	I	R	R	R	M
L. identify story sequence	I	R	M		
M. recall sequence	I	R	R	R	M
N. recognize signal words and phrases			I	R	M
O. interpret feelings and motivations of characters	I	R	R	M	

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	R	1	2	3	4	5
P. recognize cause and effect				I	R	R
Q. identify the speaker		I	R	M		
R. identify dialogue		I	R	M		
S. summarize				I	R	M
T. use punctuation clues			I	R	M	
U. draw inferences			I	R	R	R
V. identify a story problem		I	R	M		
W. determine alternate solutions		I	R	R	M	
X. draw conclusions	I	R	R	M		
Y. discriminate between fiction/non-fiction			I	M		
Z. distinguish between fact/fantasy		I	M			
AA. interpret figurative language			I	R	R	R
BB. determine author's purpose				I	R	M
CC. identify point of view						I
DD. identify mood, tone, and style				I	R	R
EE. note sensory images	I	R	R	R	R	M
FF. discriminate between fact and opinion				I	R	R
GG. recognize persuasive devices					I	R
HH. compare and contrast						I
II. skim for specific information					I	R
JJ. scan for general ideas					I	R
KK. reread for a purpose				I	R	M
LL. use schematic devices		I	R	R	R	R
MM. recognize typographical signals		I	R	R	R	R

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LITERARY SKILLS

	R	1	2	3	4	5
A. read various kinds of literature independently				I	R	R
B. recognize the plot, character, and setting	I	R	M			
C. recognize climax, conflict, resolution, theme, and mood						I
D. identify various poetic forms	I	R	R	R	R	R
E. identify literary genre: fairytales, plays, fables, and folktales	I	R	R	R	R	M
F. identify literary genre: novel and short story			I	R		
G. identify literary forms: myths, legends, and biography			I	R	M	
H. identify literary formats: magazine, newspaper, article, diary, and journal			I	R	M	
I. compare literary forms			I	R		
J. recognize literary devices: simile, metaphor, personification, alliteration, onomatopoeia, idiom, hyperbole, repetition, and ellipsis			I	I	R	
K. relate selections to personal experiences	I	R	R	R	R	R

VOCABULARY

A. know the basic sight vocabulary	I	R	R	R	R	R
B. know color words	I	M				
C. classify words into categories	I	R	R	R	R	M
D. use context clues to identify unknown words	I	M				
E. use context clues to determine word meaning		I	R	R	R	
F. know multiple meanings for words	I	R	R	R	R	
G. understand analogies		I	R	R	R	

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H. identify and understand:

1. antonyms
2. compound words
3. synonyms
4. homonyms
5. homophones
6. pronouns

I. understand the terminology of written directions

J. understand the meaning of "er"/"est" for comparisons

K. know meanings of affixes

L. recognize words that have origins in other languages

M. understand content area vocabulary

	R	1	2	3	4	5
--	---	---	---	---	---	---

I	R	M				
	I	R	M			
	I	R	R	R	R	
	I	R	M			
	I	R	R	M		
	I	M				

I	R	R	R	M	
---	---	---	---	---	--

I	R	M		
---	---	---	--	--

I	R	R	R	
---	---	---	---	--

I	R		
---	---	--	--

I	R		
---	---	--	--

PHONIC ANALYSIS

A. recognize capital and small letters

B. discriminate same and different sounds

C. identify initial and final sounds

D. identify rhyming elements

E. blend initial consonants and phonograms to decode words

F. substitute initial and final consonants to decode words

G. identify medial vowel sounds (CVC)

H. identify initial vowel sounds

I. apply vowel sound knowledge and context to decode words

J. recognize variant spellings for consonant sounds

K. identify consonant blends

L. identify initial and final consonant digraphs

M. blend consonant clusters and phonograms to decode words

I	M
---	---

I	M
---	---

I	M
---	---

I	M
---	---

I	M
---	---

I	M
---	---

I	M
---	---

I	R	R	M
---	---	---	---

I	R	M
---	---	---

I	R	M
---	---	---

I	M
---	---

I	R	M
---	---	---

I	R	M
---	---	---

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	R	1	2	3	4	5
N. identify vowel sounds in (vce/ cvvc) words		I	R	M		
O. identify vowel digraphs and diphthongs		I	R	M		
P. discriminate variant sounds and symbols for a vowel		I	R	M		
Q. identify vowel phonemes with r		I	R	M		
R. recognize e and i sounds for y		I	M			
S. make generalizations about vowel sound principles		I	R	R	M	
T. hear syllables		I	M			
U. blend syllables to decode words		I	R	R	R	M
V. identify accented syllables				I	R	R

STRUCTURAL ANALYSIS

A. recognize plural endings - s/es		I	R	M		
B. recognize verb endings - s/ed/ing		I	R	M		
C. recognize possessive ending - 's		I	R	M		
D. recognize compound words		I	R	M		
E. recognize hyphenated words		I	R	M		
F. recognize and understand contractions		I	R	R	M	
G. recognize syllables in words		I	R	M		
H. identify accented syllables, unaccented syllables				I	R	R
I. recognize comparative endings - er/est			I	M		
J. recognize prefixes and suffixes			I	R	R	R
K. recognize change of y to i before adding ed/es			I	M		
L. recognize change of y to i before er/est			I	M		
M. recognize when to double final consonant before adding an ending			I	M		
N. recognize when to drop final e before adding ending			I	M		

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	R	1	2	3	4	5
O. apply knowledge of principles of syllabication in decoding new words			I	R	R	M
P. identify root/base words			I	R	R	M
Q. combine root words with affixes					I	R
R. recognize plural possessives				I	R	R

WRITING SKILLS

READINESS AND SKILLS

The student will:

A. demonstrate listening and speaking skills	I	I	R	R	R	R
B. demonstrate vocabulary development	I	I	R	R	R	R
C. tell stories orally in complete sentences in correct sequence	I	I	R	R	R	M
D. demonstrate an understanding of the relationship between verbal and written language	I	I	M			
E. generate a variety of ideas		I	R	R	R	R
F. organize ideas		I	R	R	R	R
G. write a sentence		I	M			
H. write a paragraph			I	R	R	R
I. write multi-paragraphed compositions				I	R	R
J. sequence events in writing		I	R	M		
K. use descriptive language			I	R	R	R
L. proofread, edit, and revise			I	R	R	R
M. produce a final draft				I	R	R
N. write for a variety of purposes:						
1. narrating		I	R	R	R	R
2. describing		I	R	R	R	R
3. explaining			I	R	R	R
4. reasoning				I	R	R
O. use vocabulary appropriate to purpose					I	R

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P. use various writing formats

R	1	2	3	4	5
		I	R	R	R

MECHANICS/GRAMMAR

Sentences

A. use correct word order	I	I	R	R	R	R
B. write a declarative sentence		I	R	M		
C. write an interrogative sentence		I	R	M		
D. write an exclamatory sentence			I	M		
E. write an imperative sentence				I	M	
F. write an expanded sentence				I	R	R
G. identify and use simple subject and predicate			I	R	M	
H. identify and use complete subjects and predicates					I	M
I. identify and use direct object					I	R
J. write a compound sentence					I	R
K. identify fragments and run-on sentences			I	R	R	R

Capitalization

A. names and the pronoun I	I	I	M			
B. first word in a sentence		I	M			
C. calendar items		I	R	M		
D. places				I	R	M
E. parts of a letter			I	R	R	R
F. proper nouns and titles		I	R	R	M	
G. abbreviations			I	R	R	R
H. titles				I	R	R
I. direct quotations				I	R	R
J. bibliographies						I

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	R	1	2	3	4	5
K. outlines				I	R	R
Punctuation						
The student will use:						
A. a period						
1. end of statement	I/M					
2. abbreviations		I	R	M		
3. outlines			I	R	M	
4. enumeration	I	M				
B. a question mark	I	M				
C. an exclamation mark	I	R	M			
D. a comma						
1. to separate dates		I	M			
2. in addresses		I	M			
3. in parts of a letter		I	R	R	R	
4. in a series			I	R	M	
5. in compound sentences				I	R	
6. after nouns of direct address			I	R		
7. after interrupters (words and phrases)				I	R	
8. to set off quotations			I	R	R	
E. an apostrophe						
1. in contractions	I	R	R	R	M	
2. with possessive forms		I	R	R	M	
F. quotation marks:						
1. in conversation/dialogue			I	R	R	
2. in titles of stories, poems				I	R	
G. underlining for book, magazine, and newspaper				I	R	
H. hyphen						
1. to indicate span of content			I	R	M	
2. in word division			I	R	R	
3. in compound words			I	R	R	
I. colon				I	R	
Parts of Speech						
A. identify nouns						
1. use singular and plural nouns	I	R	M			
2. define noun use	I	R	M			
3. use common and proper nouns			I	R	M	
4. use possessive nouns			I	R	R	

MERRIMACK SCHOOL DISTRICT
ELEMENTARY LANGUAGE ARTS GLOBAL CURRICULUM

	R	1	2	3	4	5
B. identify verbs						
1. recognize and use kinds of verbs						
(a) action			I	M		
(b) helping				I	R	M
(c) linking					I	R
(d) irregular			I	R	R	R
2. recognize and use singular and plural verbs			I	R	R	R
3. recognize and use verb tenses						
(a) present			I	R	M	
(b) past			I	R	M	
(c) future				I	R	R
4. define verb			I	M		
5. recognize and demonstrate subject-verb agreement				I	R	R
C. identify pronouns						
1. recognize and use pronouns						
(a) subject/object			I	R	R	R
(b) possessive				I	R	R
2. recognize and use singular and plural forms			I	R	R	R
3. define pronoun			I	R	M	
D. identify adjectives						
1. recognize and use adjectives			I	R	R	R
2. recognize and use terms of comparison			I	R	R	R
3. define adjectives			I	R	R	M
4. recognize and use determiners/articles				I	R	R
E. identify adverbs						
1. recognize and use adverbs						
(a) time				I	R	R
(b) place				I	R	R
(c) manner				I	R	R
2. define adverb				I	R	R
F. recognize and use conjunctions					I	R
G. identify prepositions						
1. recognize and use prepositions				I	R	R
2. recognize and use prepositional phrases				I	R	R
3. define prepositions					I	R

**MERRIMACK SCHOOL DISTRICT
ELEMENTARY LANGUAGE ARTS GLOBAL CURRICULUM**

SPELLING

	R	1	2	3	4	5
A. copies words	I	M				
B. writes letters to form a word dictated letter-by-letter by the teacher	I	M				
C. writes correctly high frequency words known to be in his/her listening and speaking vocabulary			I	R	R	M
D. writes correctly words from those most frequently occurring in grade-level materials			I	R	R	R
E. applies knowledge of phonic generalizations to write words		I	I	R	R	R
* F. uses mnemonic devices to learn words				I	R	R
* G. exhibits knowledge of and practices a mastery system for learning to spell unknown words			I	M	M	M
H. identifies and learns words needed for personal writing and content area writing	I	R	R	R	R	R

* See word lists and mastery techniques in the appendix.

HANDWRITING

A. use appropriate pencil grip	I	M				
B. form letters in the counter-clockwise circles and top-to-bottom straight lines	I	M				
C. write all capital and lower case letters in manuscript (on unlined paper/newsprint)	I	M				
D. write names and numbers with left-to-right progression	I	M				
E. use consistent spacing between letters and words, on lined paper			I	M		
F. exhibit correct posture during writing	I	M				
G. position paper correctly on writing surface	I	R	M			
H. reduce size of print to standards set for grade			I	M		
I. use cursive writing with correct slant and slope of letters				I	M	

**MERRIMACK SCHOOL DISTRICT
ELEMENTARY LANGUAGE ARTS GLOBAL CURRICULUM**

	R	1	2	3	4	5
J. write legibly in manuscript	I	R	M			
K. write legibly in curvise				I	M	
L. write with fluency and ease		I	R	R	R	R
M. use the prescribed school format for organizing written papers (headings, margins, indentations, etc.)		I	R	R	R	R
N. copy words from the chalkboard	I	M				
O. write letters to form a word dictated letter-by-letter by the teacher	I	M				

STUDY SKILLS

The student will:

A. classify information	I	R	R	R	R	R
B. identify sequence	I	I	R	R	R	R
C. use sequence in production	I	I	R	R	R	R
D. name the main idea		I	R	R	R	R
E. find supporting details for the main idea		I	R	R	R	R
F. make inferences		I	R	R	R	R
G. draw conclusions	I	I	R	R	R	R
H. identify cause and effect relationships				I	R	R
I. discriminate between topic and main idea				I	R	R
J. select information appropriate to the topic				I	R	R
K. evaluate	I	I	R	R	R	R
L. follow directions	I	I	R	R	R	R
M. relate information from one source to another	I	I	R	R	R	R
N. note similarities and differences in information from different sources	I	I	R	R	R	R

**MERRIMACK SCHOOL DISTRICT
ELEMENTARY LANGUAGE ARTS GLOBAL CURRICULUM**

	R	1	2	3	4	5
O. summarize		I	R	R	R	R
P. scan and skim	I	I	R	R	R	R
Q. adjust the appropriate rate of reading for a purpose				I	R	R
R. apply study strategies						
1. identify type forms		I	R	R	R	R
2. write a summary				I	R	R
3. outline					I	R
4. use note taking skills						I
5. use a systematic study procedure						
(a) SSCD (Sound, Structure, Context, Dictionary)				I	R	R
(b) SQ3R (Survey, Question, Read, Recite, Review)						I
S. demonstrate effective study habits						
1. regulate study time				I	R	M
2. set study place				I	R	M
3. organize time efficiently					I	R
T. apply memory learning strategies						
1. self vocalization	I	R	R	R	R	R
2. ask and answer questions	I	R	R	R	R	R
3. mnemonic devices			I	R	R	R
4. outlines				I	R	R
5. summarize summaries				I	R	R
6. notes				I	R	R
7. previous knowledge	I	R	R	R	R	R
U. apply test-taking strategies.				I	R	R
V. use visual information						
1. pictures	I	R	R	R	R	R
2. schemata		I	R	R	R	R
3. charts		I	R	R	R	R
4. graphs			I	R	R	R
5. tables				I	R	R
6. globes				I	R	R
7. maps				I	R	R
W. practice organizational techniques for preparing an oral/written/visual presentation						
1. identify/generate a manageable topic					I	R
2. generate questions concerning a topic					I	R
3. take notes					I	R
4. identify source of information					I	R
5. compile information from more than one source						I
6. write an outline						I

**MERRIMACK SCHOOL DISTRICT
ELEMENTARY LANGUAGE ARTS GLOBAL CURRICULUM**

	R	1	2	3	4	5
X. use evaluative techniques						
1. proofread for a purpose			I	R	R	R
2. use proofreader's marks				I	R	R
3. read to determine if objective was achieved						I

RESEARCH SKILLS

A. use the title page and its verso to identify:						
1. title	I	I	R	M		
2. author	I	I	R	M		
3. editor/translator			I	R	R	M
4. illustrator	I	I	R	M		
5. publisher			I	R	R	M
6. city of publication			I	R	R	M
7. copyright date				I	R	R
8. name of series					I	R
9. edition					I	I
10. publication date				I	R	R
B. locate and use parts of a book:						
1. dedication			I	R	M	
2. preface						I
3. forward						I
4. introduction						I
5. table of contents			I	R	R	M
6. list of illustrations (figures)						I
7. chapter headings			I	R	M	
8. subtitles	I	R	M			
9. glossary			I	M		
10. index			I	M		
C. use alphabetical order	I	R	R	M		
D. differentiate between letter-by-letter and word-by-word alphabetical order						I
E. locate reference materials			I	R	R	
F. know reference works available						I
G. select appropriate reference material						I
H. determine the scope and format of a given reference book/material						I
I. evaluate the usefulness of reference material						I

**MERRIMACK SCHOOL DISTRICT
ELEMENTARY LANGUAGE ARTS GLOBAL CURRICULUM**

	R	1	2	3	4	5
J. locate information in a dictionary:						
1. use alphabetical order			I	R	M	
2. use guide words				I	R	M
3. use a thumb index				I	R	M
4. know the format for a dictionary's entries				I	R	M
5. know abbreviations and symbols used						I
6. use the pronunciation key				I	R	R
7. select appropriate word meaning				I	R	R
8. determine part of speech				I	R	R
9. note word origin					I	R
10. use root word to locate inflected form				I	R	R
11. locate derivations of a root word						I
12. use illustrations for classifications				I	R	R
K. locate information in an encyclopedia using:						
1. information on the spine				I	R	R
2. indexing				I	R	R
3. guide words				I	R	R
4. alphabetical order				I	R	R
5. cross references				I	R	R
6. study guides						I
L. locate information in other reference sources:						
1. telephone directory				I	R	R
2. television listing				I	R	R
3. newspapers					I	R
4. magazines					I	R
5. atlases					I	R
6. thesauri					I	R
7. almanacs					I	R
8. various periodical literature indices						I
9. media					I	R
M. use the card catalog to locate information				I	R	M
N. locate materials in the library:						
1. fiction	I	R	R	R	R	M
2. nonfiction	I	R	R	R	R	M
3. reference				I	R	M
4. periodicals	I	R	M			
5. vertical file				I	M	
6. media			I	R	R	R
O. use search strategies:						
1. key word				I	R	R
2. cross references					I	R
3. synonyms						I
4. tracings						I

FRESHMAN ENGLISH

Level 1

I. Course Description

This course has been designed for those students who have a need for individual attention in the area of Language Arts. Special attention will be given to reading comprehension, vocabulary development, listening and thinking skills. The writing program stresses the structure of the sentence and development of the paragraph.

II. General Student Objectives

The student will demonstrate progress toward fulfilling these goals:

A. Reading (leveled according to ability)

1. locate the main idea of a written passage
2. identify supporting details
3. use inference to recognize information
4. use context clues to understand new words
5. analyze the structure of a word to find its meaning

B. Writing

1. punctuate and capitalize correctly
2. write complete sentences
3. write personal experience narratives
4. compose personal letters
5. use new words correctly
6. spell correctly the words most appropriate to his/her needs

C. Study Skills

1. utilize the SQ3R method when appropriate
2. identify the main idea and supporting details in a written or oral passage
3. follow and give oral and written directions
4. locate information using charts, maps, graphs, books and newspapers
5. recognize that information may be found in different areas of the library
6. prepare for and take tests
7. learn and use new words

D. Listening

1. follow oral directions
2. react appropriately to signal sounds
3. recall names in a small group discussion

4. participate in informal discussions
5. focus attention on the person or group that is speaking without interrupting or distracting
6. wait for another to finish speaking before responding
7. recognize that there are different purposes for speaking

E. Speaking

1. participate in informal discussion
2. wait for another to finish speaking before responding
3. restate what others have said
4. retell or summarize a story based on what has been said or heard

III. Bibliography

Davis, Kenneth. Scholastic Real World English: Writing.

Scope English Program. Grammar and Composition.

Scope English Program. Reading Anthology.

Scope Magazine.

Spache and Spache. Project Achievement: Reading.

Trocki, Phillip K. Spell It Out.

USA Today

FRESHMAN ENGLISH

Level 2

I. Course Description

This course refines the structure of the sentence and works to eliminate grammatical errors. The short story and the novel will receive special attention while the other forms of literature may also be examined. Study skills will be a top priority, as will vocabulary development.

II. General Student Objectives

The student will be able to:

A. Reading

1. locate the main idea of a written passage
2. identify supporting details
3. use inference to recognize information
4. use context clues to understand new words
5. analyze the structure of a word to find its meaning
6. establish sequence of events
7. visualize images
8. summarize events in short stories and novels
9. demonstrate a knowledge of the basic elements of the short story and novel

B. Writing

1. punctuate and capitalize correctly
2. write complete sentences
3. write personal experience narratives
4. compose personal letters
5. use new words correctly
6. spell correctly the words most appropriate to his/her needs
7. expand sentences using modifiers correctly
8. avoid fragments and run-ons
9. use effective verbs
10. make verbs agree with subjects
11. use pronouns correctly

C. Study Skills

1. utilize the SQ3R method when appropriate
2. identify the main idea and supporting details in a written or oral passage
3. follow and give oral and written directions
4. draw inferences from written, spoken or visual expression
5. develop note-taking ability
6. paraphrase and summarize new information

7. know the various parts of a textbook
8. know the various sections of the library
9. utilize appropriate word attack strategies (CSSD: context, sound, structure, dictionary)
10. prepare for and take tests

D. Listening

1. follow oral directions
2. participate in informal discussions
3. focus attention on the person or group that is speaking without interrupting or distracting
4. wait for another to finish speaking before responding
5. recognize that there are different purposes for speaking
6. use basic elements of courtesy in person-to-person, group and telephone conversations.
7. respond appropriately to words that stimulate awareness of senses, e.g., supply rhyming words
8. identify the purposes for listening (courtesy, information, ideas, enjoyment)
9. screen and select sounds for concentration
10. distinguish between main ideas, supporting ideas and supporting details, explanations or evidence

E. Speaking

1. participate in informal discussions
2. wait for another to finish speaking before responding
3. restate what others have said
4. retell or summarize a story based on what has been said or heard
5. make voice heard by all listeners
6. converse coherently
7. keep remarks relevant and appropriate to topic
8. use basic elements of courtesy in person-to-person, group, and telephone conversations

III. Bibliography

Benet, Stephen Vincent. The Devil and Daniel Webster and Other Stories.

Borland, Hal. When the Legends Die.

Cherry Hill Study Skills Program

Department-designed vocabulary program

Forbes, Esther. Johnny Tremain.

Kipling, Rudyard. Captains Courageous.

Laurents, Arthur. West Side Story.

Olson, Miles and Kuykendal, Carol B. The Writing Process, 9

Peck, Robert M. A Day No Pigs Would Die.

Richter, Conrad. Light in the Forest.

Smith, Richard J. Cascade.

Steinbeck, John. The Pearl.

Stevenson, Robert Louis. Treasure Island.

Vander Beek, Howard. Thought and Phrase.

Warren, Robert Penn and Erskine, Albert, eds. Short Story Masterpieces.

FRESHMAN ENGLISH

Level 3

I. Course Description

This course reviews the structure of the sentence and concentrates on refining the organization and development of the paragraph while working to eliminate grammatical errors. The short story and novel will be studied in depth while the essay, poetry and drama may also be examined. Study skills will receive particular attention, as will vocabulary development.

II. General Student Objectives

The student will be able to:

A. Reading

1. establish sequence of events
2. visualize images
3. demonstrate a knowledge of the basic elements of the short story and novel
4. summarize events in short stories and novels
5. evaluate character and events
6. interpret figurative language
7. recognize mood in short stories and novels
8. utilize appropriate word attack strategies (CSSD: context, sound, structure, dictionary)

B. Writing

1. expand sentences using modifiers correctly
2. avoid fragments and run-ons
3. use effective verbs
4. make verbs agree with subjects
5. utilize the proper agreement of pronoun and antecedent
6. identify and use phrases and clauses correctly
7. use a wide variety of sentences in writing
8. compose strong topic sentences
9. write paragraphs that support topic sentences
10. recognize and write a summary, paraphrase and precis
11. support positions logically in themes discussing characterization, point of view and setting

C. Study Skills

1. utilize the SQ3R method when appropriate
2. identify the main idea and supporting details in a written or oral passage
3. draw inferences in written, spoken or visual expressions
4. develop note-taking ability
5. know the various parts of a textbook
6. know the various sections of the library

7. develop vocabulary test-taking strategies
8. learn the derivations of words
9. utilize appropriate word attack strategies (CSSD: context, sound, structure, dictionary)

D. Listening Skills

1. follow oral directions
2. participate in informal discussions
3. focus attention on the person or group that is speaking without interrupting or distracting
4. wait for another to finish speaking before responding
5. identify the purposes for oral communication: informative, persuasive, entertaining
6. adjust listening for specific purposes

E. Speaking

1. participate in informal discussion
2. wait for another to finish speaking before responding
3. restate what others have said
4. retell or summarize a story based on what has been said or heard
5. make voice heard by all listeners
6. converse coherently
7. keep remarks relevant and appropriate to topic
8. discuss and utilize a range of purposes in speaking: conversation, story-telling, discussion, reporting, giving directions, explaining, oral reading
9. give an oral presentation before a group

III. Bibliography

Benet, Stephen Vincent. The Devil and Daniel Webster and Other Stories.

Cherry Hill Study Skills program

Connolly, Francis, X. Adventures in Reading.

Department- designed vocabulary program

Dickens, Charles. Great Expectations.

Glatthorn, Allan A. The English Book, 3.

Golding, William. The Lord of the Flies.

Laurents, Arthur. West Side Story.

Lee, Harper. To Kill a Mockingbird.

London, Jack. The Sea Wolf.

Orwell, George. Animal Farm.

Saroyan, William. Human Comedy.

Shakespeare, William. Merchant of Venice.

Shakespeare, William. Romeo & Juliet.

Warren, Robert and Erskine, albert, eds. Short Story Masterpieces.

Warriner, John. English Grammar & Composition.

Wharton, Edith. Ethan Frome.

FRESHMAN ENGLISH

Level 4

I. Course Description

This course provides a rigorous study of grammar, paragraphs and transitions. All the major forms of literature will be studied with special emphasis on the novel and short story. A great deal of outside reading is expected, and numerous writing assignments will be required. Study skill and vocabulary development will be stressed.

II. General Student Objectives

The student will be able to:

A. Reading

1. establish sequence of events
2. visualize images
3. demonstrate a knowledge of the basic elements of the short story and novel
4. analyze the historical context of literature studied
5. compare and contrast works within literary genres
6. recognize the characteristics of quality literature
7. utilize appropriate word attack strategies (CSSD: context, sound, structure, dictionary)

B. Writing

1. use a wide variety of sentences in writing
2. compose strong topic sentences
3. write paragraphs that support topic sentences
4. recognize and write a summary, paraphrase, and precis
5. support positions logically in themes discussing characterization, point of view and setting
6. model his/her writing after literary examples
7. write creatively
8. evaluate his/her own and others' writing

C. Study Skills

1. utilize the SQ3R method when appropriate
2. identify the main idea and supporting details in a written or oral passage
3. draw inferences in written, spoken, or visual expressions
4. develop note-taking ability
5. know the various parts of a textbook
6. know the various sections of the library
7. develop vocabulary test-taking strategies
8. learn the derivations of words
9. utilize appropriate word attack strategies (CSSD: context, sound, structure, dictionary)

D. Listening

1. follow oral directions
2. participate in informal discussions
3. focus attention on the person or group that is speaking without interrupting or distracting
4. wait for another to finish speaking before responding
5. identify the purposes for oral communication: informative, persuasive, entertaining
6. adjust listening for specific purposes

E. Speaking

1. participate in informal discussion
2. wait for another to finish speaking before responding
3. restate what others have said
4. retell or summarize a story based on what has been said or heard
5. make voice heard by all listeners
6. converse coherently
7. keep remarks relevant and appropriate to topic
8. discuss and utilize a range of purposes in speaking: conversation, story-telling, discussion, reporting, giving directions, explaining, oral reading
9. give an oral presentation before a group

III. Bibliography

Bellafiore, Joseph. English Language Arts.

Bronte, Charlotte. Jane Eyre.

Cassady, Marshall and Pat. An Introduction to Theatre and Drama.

Cherry Hill Study Skills Program

Department-designed vocabulary program

Dickins, Charles. Great Expectations.

Dunning, Stephen and Lenders, Edward. Reflections on a Gift of Watermelon Pickle.

Glatthorn, Allan. The English Book, 3.

Golding, William. Lord of the Flies.

Graves, Robert. Greek Myths I.

Graves, Robert. Greek Myths II.

Jameson, Robert. Essays Old and New

Lodge, Evan and Braymer. Adventures in Reading. Laureate Ed.

London, Jack. The Sea Wolf.

Malamud, M. The Fixer.

Rochowitz, Murray and Kaplan, Milton. The World of Poetry.

Shakespeare, William. Merchant of Venice.

Shakespeare, William. Romeo & Juliet.

Warren, Robert P. and Erskine, Albert, Eds. Stort Story
Masterpieces.

Wharton, Edith. Ethan Frome.

Zindel, Paul. The Effect of Gamma Rays on Man-in-the-Moon
Marigolds.

FRESHMAN ENGLISH VOCABULARY

abash	*caption	*dire	geniality	lesion
abdicate	*caricature	dirge	genteel	*lethal
abominate	*carping	disavowal	gentry	*ordinance
aboriginal	carion	*discernible	*gesticulation	*ornate
abrogate	*cascade	discerning	*ghastly	ornithologist
abscond	castigate	disclaim	gibber	oscillate
abstemious	*casualty	disconcert	gibbet	*ostensible
*accelerate	catapult	discordant	gibe	*ostracize
*accessory	*catastrophe	discursive	glaze	*overt
*accolade	cathartic	*disdain	glean	pacifist
*accomplice	cauterize	*disparage	gloaming	palatable
*accord	cavalcade	dispersion	*gloat	palatial
accost	cede	disputatious	interment	*pallid
acoustics	celestial	dissemble	*interminable	palpable
*acquittal	*censor	disseminate	*intimate	*paltry
acrimonious	cerebral	dissertation	*intimidation	panacea
actuate	cerebration	dissimulate	*intrude	*pandemonium
*acumen	cession	dissolute	*intuition	panegyric
*adamant	chafe	*dissuade	invective	*panorama
*adapt	chagrin	*distortion	invidious	pantomime
*addiction	chalice	*diverge	invulnerable	paragon
*adhere	*chameleon	*diverse	iota	parley
*admonish	*chaotic	foible	irascible	*parody
adroit	charlatan	forbearance	*ironical	paroxysm
adulation	chary	*foreboding	irreconcilable	parricide
adulterate	chasm	*forte	*irreparable	*partiality
adverse	chassis	*fortitude	*irrevocable	*passive
*adversity	*chastise	fractious	iterate	*pastoral
*advocate	*chauvinist	frantic	*itinerant	*pathetic
aesthetic	checkered	*fraudulent	*jargon	pathos
affected	chicanery	fraught	*jeopardy	patriarch
*affiliation	*chronic	fray	jocose	peccadillo
affirmation	despotism	*frenzy	*jocular	petulate
*affluence	desultory	*friction	jocund	pecuniary
aggregate	*detergent	*frigid	*jubilation	pedagogue
aghost	detonation	*frolicsome	*judicious	pedantic
*agility	*detraction	froward	knavery	*pediatrician
*agitate	detriment	frowzy	knell	pell-mell
alacrity	*deviate	fruition	labyrinth	*penance
*alias	*devious	*frustrate	*lacerate	*pensive
*alienate	dexterous	fulminate	laconic	penury
*allege	diadem	fulsome	laggard	perdition
cajole	diaphonous	funereal	laity	perfidious
callous	dictum	*fusion	languid	*relegate
calumniate	diffusion	gainsay	languish	*relevancy
calumny	digressive	gamut	lassitude	relinquish
canny	dilapidation	*gape	latent	*remedial
cant	*dilemma	gauntlet	latitude	*reminiscence
capitulate	dilettante	gazette	lave	*remnant
caprice	dint	*generality	*lavish	remunerative
rend	*reprimand	*retrieve	risque	trite

render	requisite	*retroactive	rococo	truculent
renegade	rescind	revelry	roseate	tumid
renounce	resonant	*reverberate	*transition	turbid
*renovate	respite	revile	*translucent	turbulence
renunciation	*restitution	revulsion	*transparent	turgid
reparable	resuscitate	ribald	tremor	turpitude
replete	*retaliate	rift	tremulous	tyro
reprehensible	retraction	*rigor	trenchant	ubiquitous
reprieve	retribution	risible	trepidation	ulterior

*** Level Two**

ADDITIONAL FRESHMAN LEVEL 4 VOCABULARY

devoid	distend	furtive	jaundiced
devout	distraught	galleon	kismet
diabolical	diva	galvanize	kleptomaniac
diffidence	flux	gamester	lackadaisical
dilate	foist	garbled	lagoon
diminution	foment	garish	languish
disconsolate	foolhardy	gist	lateral
disgruntle	foppish	glib	laudatory
disheveled	forensic	interim	lethargic
disinterested	formidable	intermittent	levity
dismember	foster	intrepid	ostentatious
disparate	frailty	introvert	pallet
dispirited	frenetic	inverse	palpitate
dissection	frugality	irrelevant	papyrus
dissipate	furor	irreverent	parable

NOTE: DO NOT GIVE WORDS TO STUDENTS IN THE ORDER PRESENTED HERE. TAKE THE WORDS AT RANDOM AND INTRODUCE THEM TO THE STUDENTS.

ETYMOLOGY LIST

ab,abs (from, away from)
 ac,ic (like, pertaining to)
 ad (to, forward)
 ag,act (to do)
 agri,agrari (field)
 ambi (both)
 ante (before)
 ann (year)
 arch (chief, first)
 aqua (water)
 aud, audit (hear)
 belli (war)
 bi (two)
 bio (life)
 cad, cas (to fall)
 cap, cip (head)
 ced, cess (to yield, to go)
 chronos (time)
 circum (around)
 civi (citizen)
 claud, claus (to close)
 cognosc, cognit (to learn)
 comp, complete (to fill)
 cord (heart)
 cred, credit (to believe)
 curr, curs (to run)
 da, dat (to give)
 deb, debit (to owe)
 derm (skin)
 dia (across)
 dis, dif (not)
 domin (rule)
 dyna (power, strength)

erg (work)
 eu (good,well,beautiful)
 extra (beyond, outside)
 fall, fals (to deceive)
 fic (making,doing)
 gam (marriage)
 graph, gram (writing)
 helio (sun)
 il, ile (pertaining to, capable)
 inter (between, among)
 ist (one who practices)
 ize, ise (to make)
 jur, jurat (to swear)
 leg, lect(to choose, read)
 liber (book)
 luc (light)
 man (hand)
 mitt, miss (to send)
 mori, mort (to die)
 omni (all)
 pac (peace)
 pet, petit (to seek)
 port, portat (to carry)
 quaer, quaesit (to ask)
 rog, rogat (to ask)
 scrib, script (to write)
 sed, sess (to sit)
 sequi, secut (to follow)
 spec, spect (to look at)
 tempor (time)
 terr (land)
 veni, vent (to come)
 vis,vid (to see)
 voc, vocat (to call)

SOPHOMORE ENGLISH

Level 1

I. Course Description

This course is a continuation of English 1, Level 1 and provides a review of grammar and sentence building, aiming towards the writing of longer compositions. It provides for the study of literature, including short stories and novels. Special attention will be given to speaking, listening, reading, vocabulary, and spelling. Research skills will be introduced.

II. General Student Objectives

The student will demonstrate progress toward fulfilling these goals:

A. Reading (leveled according to ability)

1. locate the main idea of a written passage
2. identify supporting details
3. use inference to recognize information
4. establish sequence of events
5. visualize images
6. summarize events in stories
7. utilize appropriate word attack strategies (CSSD: context, sound, structure, dictionary)

B. Writing

1. punctuate and capitalize correctly
2. write complete sentences
3. use new words correctly
4. spell correctly the words most appropriate to his/her needs
5. use a variety of sentence structures
6. expand sentences into paragraphs by writing directions, descriptions, opinions, memos, replies, requests for information

C. Study Skills

1. utilize the SQ3R method when appropriate
2. identify the main idea and supporting details in a written or oral passage
3. use inference to recognize information
4. follow and give oral and written directions
5. locate information using charts, maps, graphs, books and newspapers
6. prepare for and take tests
7. learn and use new words
8. demonstrate the following reference/library skills:
 - a. alphabetizing
 - b. using a dictionary

- c. using a table of contents and an index
- d. using a card catalogue
- e. using an encyclopedia

D. Listening

- 1. follow oral directions
- 2. react appropriately to signal sounds
- 3. recall names in a small group discussion
- 4. participate in informal discussions
- 5. focus attention on the person or group that is speaking without interrupting or distracting
- 6. wait for another to finish speaking before responding
- 7. recognize that there are different purposes for speaking
- 8. identify purposes for listening
- 9. apply the rules of courtesy in person-to-person, group, or telephone conversation

E. Speaking

- 1. participate in formal discussions
- 2. wait for another to finish speaking before responding
- 3. restate what others have said
- 4. retell or summarize a story based on what has been said or heard

III. Bibliography

Davis, Kenneth. Scholastic Real World English: Writing 1.

Potter, Robert R. The Reading Road to Writing: Mechanics of Writing.

Potter, Robert R. The Reading Road to Writing: Verbs.

Potter, Robert R. The Reading Road to Writing: Sentences.

Scope English Program. Reading Anthology.

Scope Magazine

Spache and Spache. Project Achievement: Reading.

Trocki, Phillip K. Spell It Out.

USA Today

SOPHMORE ENGLISH

Level 2

I. Course Description

This course is a continuation of English 1, Level 2 and will introduce the paragraph while continuing the study of grammar. Drama, poetry, and the essay will receive special attention, while short stories and novels may also be read. Research skills will be introduced, and the vocabulary program continues.

II. General Student Objectives

The student will be able to:

A. Reading

1. establish sequence of events
2. visualize images
3. summarize events in stories
4. utilize appropriate word attack strategies (CSSD: context, sound, structure, dictionary)
5. draw inferences from works read
6. analyze character and emotions in short stories and novels
7. demonstrate a knowledge of the basic elements of drama
8. recognize basic elements of poetry such as: simile, metaphor, alliteration, meter, personification, and onomatopoeia
9. locate thesis statements
10. discover an author's organization

B. Writing

1. expand sentences using modifiers correctly
2. avoid fragments and run-ons
3. use effective verbs
4. make verbs agree with subjects
5. use pronouns correctly
6. revise faulty sentences
7. use phrases and clauses to improve sentences
8. compose strong topic sentences
9. write paragraphs that support topic sentences
10. use a variety of sentence structures
11. write descriptive, personal experience, and process paragraphs and business letters
12. write paragraphs on incidents and/or characters from literature
13. write precis/summaries of assigned readings
14. compile an annotated bibliography on a selected topic (see Study Skills)

C. Study Skills

1. identify the main idea and supporting details in a written or oral passage
2. follow and give oral and written directions
3. identify the various types of supporting details such as: example, definition, comparison, anecdote
4. utilize appropriate word attack strategies (CSSD: context, sound, structure, dictionary)
5. develop test-taking strategies
6. develop note-taking ability
7. paraphrase and summarize new information
8. demonstrate a knowledge of the various reference resources of the library (including indexes)
9. utilize these resources to compile an annotated bibliography on a selected topic
10. demonstrate a knowledge of acceptable bibliography mat as found in the Merrimack High School Research Paper Guide

D. Listening

1. distinguish tone used by a speaker
2. be aware of external and internal interference
3. adjust listening for specific purposes
4. recognize the speaker's intent
5. identify devices of emotional appeal in speeches

E. Speaking

1. make voice heard by all listeners
2. converse coherently
3. use basic elements of courtesy in person-to-person, group and telephone conversation
4. avoid cliches
5. connect ideas when speaking, as in showing comparison/contrast and cause/effect
6. use supporting details to clarify a central idea
7. respond to verbal statements with relevant comments: clarify, qualify, extend, question, and conclude

III. Bibliography

Department-designed vocabulary program.

Hansbury, Lorraine. A Raisin in the Sun.

Lee, Harper. To Kill a Mockingbird.

Lee, Robert and Jerome, Lawrence. Inherit the Wind.

Olson, Miles C. The Writing Process, 10.

Orwell, George. Animal Farm.

Pooley, Robert C. Perspectives.
Saroyan, William. The Human Comedy.
Shakespeare, William. Julius Caesar.
Shakespeare, William. Macbeth.
Smith, Richard J. Delta.
VanderBeek, Howard. Idea and Expression.

SOPHOMORE ENGLISH

Level 3

I. Course Description

The literature component of this course will stress drama, poetry, and the essay while reviewing the novel and short story. Further consideration is given to paragraphs, transitions, and the writing of formal essays and the research paper. The vocabulary program continues, while formal speaking and listening activities and language study are also given special attention.

II. General Student Objectives

The student will be able to:

A. Reading

1. evaluate character and events
2. interpret figurative language
3. recognize mood in short stories and novels
4. utilize appropriate word attack strategies (CSSD: context, sound, structure, dictionary)
5. recognize all the basic elements of poetry including figurative language and tone
6. demonstrate a knowledge of the elements of drama
7. locate thesis statements
8. discover an author's organization

B. Writing

1. use a wide variety of sentences in writing
2. compose strong topic sentences
3. write paragraphs that support topic sentences
4. recognize and write a summary, paraphrase, and precis
5. use proper tense and voice
6. write concisely, clearly, and coherently
7. write paragraphs using organization patterns such as: order of importance, comparison/contrast, cause and effect, and chronological order
8. recognize and write clear thesis statements
9. expand thesis statements into essays
10. write introductions and conclusions
11. support positions logically in themes of comparison/contrast and themes on a close reading
12. write a paper that summarizes and compares four reviews of a film, book, or play (see Study Skills)

C. Study Skills

1. draw inferences from written, spoken, or visual expressions
2. develop note-taking ability
3. paraphrase and summarize new information
4. develop appropriate test-taking strategies
5. utilize appropriate word attack strategies (CSSD: context, sound, structure, dictionary)
6. demonstrate a knowledge of the reference resources of the library (including review sources)
7. employ effective research strategy to write a paper that summarizes and compares four reviews of a film, book, or play
8. demonstrate an ability to paraphrase reference material
9. demonstrate a knowledge of acceptable research paper format as found in the Merrimack High School Research Paper Guide

D. Listening

1. distinguish tone used by a speaker
2. be aware of external and internal interference
3. adjust listening for specific purposes
4. recognize the speaker's intent
5. identify devices of emotional appeal in speeches

E. Speaking

1. make a short oral presentation using notes
2. use illustrations such as facts, statistics, examples, and quotations to capture listener interest and clarify points
3. use organizational patterns when making an oral presentation
4. use visual devices as an aid to clarify points (e.g. maps, charts, models)
5. paraphrase reference material in an oral presentation
6. respond to verbal statements with relevant comments: clarify, qualify, extend, question, and conclude

III. Bibliography

Bradbury, Ray. The Illustrated Man.

Department-designed vocabulary program

Dunning, Stephen. Reflections on a Gift of Watermelon Pickle.

Glatthorn, Allan A. The English Book, 4.

Hansbury, Lorraine. A Raisin in the Sun.

Leahy William. Fundamentals of Poetry.

Lee, Robert and Jerome Lawrence. Inherit the Wind.

Loban, Walter and Rosaline Olmsted. Adventures in Appreciation.

Lund, Doris. Eric.

Malamud, Bernard. The Fixer.

Miller, James E. The Lyric Potential.

Orwell, George. 1984.

Perrine, Laurence, ed. Adventures in Appreciation.

Rockowitz, Murray and Kaplan, Milton. The World of Poetry.

Shakespeare, William. Julius Caesar.

Shakespeare, William. MacBeth.

Steinbeck, John. Travels with Charley.

Warriner, John. English Grammar and Composition, 10.

Zindel, Paul. The Effect of Gamma Rays on Man-in-the-Moon Marigolds.

SOPHOMORE ENGLISH

Level 4

I. Course Description

This course sharpens critical skills in analyzing serious works of literature and emphasizes the writing of the formal essay. An in-depth research paper is required. A detailed study is made of language and its uses, with speaking and logical thinking being given special attention. The vocabulary program continues.

II. General Student Objectives

The student will be able to:

A. Reading

1. locate thesis statements
2. discover an author's organization
3. interpret figurative language
4. analyze, criticize and evaluate major works of world literature
5. compare and contrast works within the same genres from different literary periods (with emphasis on drama)
6. demonstrate a knowledge of classical mythology

B. Writing

1. use proper tense and voice
2. write concisely, clearly, and coherently
3. write paragraphs using organization patterns such as: order of importance, comparison/contrast, cause and effect, and chronological order
4. recognize and write clear thesis statements
5. expand thesis statements into essays
6. write introductions and conclusions
7. synthesize information from various sources
8. write a major, teacher-designed research paper (see Study Skills)
9. support positions logically in themes of comparison/contrast, themes analyzing imagery/symbolism, themes on a close reading, and themes on a specific problem

C. Study Skills

1. utilize the SQ3R method when appropriate
2. identify the main idea and supporting details in a written or oral passage
3. draw inferences from written, spoken, or visual expressions
4. develop note-taking ability

5. paraphrase and summarize new information
6. know the various parts of a textbook
7. develop vocabulary test-taking strategies
8. utilize appropriate word attack strategies (CSSD: context, sound, structure, dictionary)
9. learn the derivations of words
10. employ effective research strategies or write critical reviews and one major, teacher-designed semester project
11. demonstrate a knowledge of acceptable bibliography format as found in the Merrimack High School Research Paper Guide

D. Listening

1. distinguish tone used by a speaker
2. be aware of external and internal interference
3. adjust listening for specific purposes
4. recognize the speaker's intent
5. identify devices of emotional appeal in speeches
6. listen critically, determine validity of assertions, and tactfully question faulty reasoning
7. recognize that facts should support a speaker's position
8. identify, accept and utilize criticism
9. modify his/her position when the situation warrants such change

E. Speaking

1. tactfully question faulty reasoning
2. recognize that facts should support a speaker's position
3. classify and organize facts and ideas to facilitate audience understanding and retention
4. use definitions, examples, descriptions, comparisons, and restatements to explain difficult terms or ideas
5. adapt speech to the audience
6. modify his position when the situation warrants such change
7. make a formal presentation of the semester research project

III. Bibliography

Anonymous. Everyman.

Bradbury, Ray. The Illustrated Man.

Bullfinch, Thomas. The Age of Fable.

Byrne, Donn. Messer Marco Polo.

Camus, Alfred. The Stranger.

Department-designed vocabulary program

Dunning, Stephen. Reflections on a Gift of Watermelon Pickle.

Dostoyevsky, Fyodor. Crime and Punishment.

Glatthorn, Allan A. The English Book, 4.

Graves, Robert. The Greek Myths: 1.

Grames, Robert. The Greek Myths: 2.

Hesse, Hermann. Siddhartha.

Hoopes, Ned E. Edge of Awareness.

Hugo, Victor. Les Miserables.

Ibsen, Henrik. Six Plays.

Kafka, Franz. The Metamorphosis.

Leahy, William. Fundamentals of Poetry.

Lee, Robert and Jerome Lawrence. Inherit the Wind.

Loban, Walter and Rosalind Olmsted. Adventures in Appreciation.

Miller, James. E. The Lyric Potential.

Potok, Chaim. The Chosen.

Rockowitz, Murray and Kaplan, Milton. The World of Poetry.

Rostand, Edmond. Cyrano de Bergerac.

Shakespeare, William. Julius Caesar.

Shakespeare, William. Macbeth.

Shakespeare, William. Othello.

Sophocles. Antigone.

Warriner, John C. English Grammar and Composition 10.

SOPHOMORE ENGLISH VOCABULARY

*allude	*clique	elegiacal	hiatus	*pervade
*allusion	cloister	*elicit	*hibernate	perverse
aloof	coalesce	*elucidate	*hierarchy	perversity
*altercation	*cog	elusory	hindmost	*pessimism
*altruism	cogitate	*emanate	histrionic	pestilential
*ambiguous	*collaborate	*emancipate	*holocaust	*philanthropist
*amble	*collateral	*embroil	*homespun	philology
*ambulatory	*collusion	emolument	*libelous	pied
ameliorate	*colossal	emulate	licentious	piquant
amenable	comely	*encompass	*linguistic	pithy
amphitheatre	comity	encumber	*liquidate	pittance
*ample	commensurate	*endearment	*loathe	*placid
*amputate	commiserate	*energize	*longevity	*plagiarism
*anaesthetic	*compact	engender	loquacious	platitude
analogous	*compatible	engross	lout	plebeian
analogy	compilation	*enigma	lucent	plethora
anarchy	*complacent	*glut	*lucid	*podiatrist
*animated	complaisant	*glutinous	*lucrative	*podium
*animosity	*complement	*gnarled	luminous	poignant
*annals	comport	*goad	*lunar	politic
*annihilate	compunction	*gory	*luscious	polygamist
*annul	*compute	gossamer	*lustrous	polyglot
anomalous	concatenate	granary	luxuriant	portend
antagonism	concentric	grandiloquent	macerate	portent
anticlimax	*conception	*graphic	machinations	portentous
antiseptic	*concise	*gratis	maelstrom	*portly
*apathetic	*diversity	*grueling	magnanimous	*posthumous
aphorism	*divest	*gruesome	magnate	postulate
aplomb	dolorous	*gruff	*maim	potentate
apocryphal	dolt	guffaw	*malicious	*potential
apostate	dregs	guile	*malignant	*potion
apotheosis	dross	guileless	*mammoth	potpourri
appellation	*drudgery	gustatory	*mandatory	*practical
append	duplicity	gutteral	*manipulate	pragmatic
*apprehensive	*earthy	*haggle	marauder	prate
*apprise	ebullient	*hallowed	maritime	prattle
appurtenance	eccentricity	hallucination	masticate	*precarious
circlet	ecstasy	*hamper	maudlin	*rote
*circumscribe	*eerie	harangue	*maxim	ruminate
*circumspect	effectual	*harrass	*meander	rummage
*circumvent	effervesce	harbinger	*meddlesome	ruse
citadel	effete	*harping	*mediate	sacrilegious
*clairvoyant	efficacy	harry	mediation	sacrosanct
clamber	effrontery	*haughtiness	*medley	salient
clarion	effulgent	*hazardous	*melee	saline
clavicle	effusive	*hazy	mendacious	sallow
cleave	egoism	hedonism	mendicant	salutary
*clemency	egotism	heedless	perjury	sangfroid
*cliche	egregious	heinous	*perpetrate	sanguinary

*climatic	ejaculation	*heresay	perusal	sapid
sapient	schism	sensual	vernal	vituperative
sardonic	scintilla	serenity	versatile	vivacious
sate	scourge	serenity	vicissitude	vociferous
satiare	scrupulous	severance	vie	volatile
satiety	scuttle	shackle	vilify	voluble
saturnine	*sedate	shimmer	vindicate	voracious
*saunter	sedulous	veneer	*virile	*vulnerable
savant	seethe	venerable	virtuoso	vying
savoir faire	seine	vent	virus	waggish
scavenger	semblance	verbose	viscous	

* Level Two

ADDITIONAL SOPHOMORE LEVEL 4 VOCABULARY

divulge	harridan	pertinent	servile
docile	hawser	perturb	shambles
doff	heterogeneous	petrify	sherbert
doggerel	hilarity	petulant	shoddy
domicile	holster	phial	silt
dormant	lewd	pillage	vegetate
droll	lexicon	pinnacle	venal
dubious	libertine	pious	venial
duress	libretto	pique	vent
efface	litigation	placate	veracious
effeminate	livid	plaintive	verdant
effigy	lucre	posterity	verity
elation	luster	practicable	vertigo
emaciated	malediction	preamble	vertige
embezzlement	malefactor	precedent	viand
eminent	mall	rotundity	vicarious
glossy	maniacal	rubble	victuals
gnome	marital	ruddy	vigilance
gouge	martial	rueful	viper
grandiose	maternal	ruthless	virulent
gregarious	matricide	sadistic	visage
grisly	mausoleum	saga	visionary
grotto	mediocre	sagacious	vogue
gruel	memento	salvage	whit
guise	perimeter	saturate	wizardry
gullible	periphery	savor	zephyr
gusty	permeate	secession	alleviate
hackneyed	pernicious	sedentary	alluvial
haggard	perpetual	senility	amass
haphazard	pert	serendipity	amenities

NOTE: DO NOT GIVE WORDS TO STUDENTS IN THE ORDER PRESENTED HERE; TAKE THE WORDS AT RANDOM AND INTRODUCE THEM TO THE STUDENTS.

ETYMOLOGY LIST

able,ible (capable of)
 acr (sharp)
 aev (age, era)
 agog (leader)
 ali (another)
 an (without)
 anim (mind, soul)
 anthrop (mankind)
 arch (government, ruler, first)
 aster (star)
 auto (self)
 ben,bon (well, good)
 biblio (book)
 breve (short)
 cap,capt,cept (to take)
 cata (down)
 cent (one hundred)
 cid,cis (to cut, to kill)
 cit, citat (to call, to start)
 clam, clamat (to cry out)
 cle, cule (small)
 com (with, together)
 contra (against)
 corpor (body)
 cur (to care)
 cy (state of being)
 de (down away)
 demos (people)
 di, diurn (day)
 dic,dict (to say)
 doc, doct (to teach)
 duc,duct (to lead)
 ego (I)

err (to wander)
 ex (out)
 fac,fic,fec,fect (to make do)
 fer,lat (to bring, to bear)
 fy (to make)
 gen, gener (class, race)
 greg (glock, herd)
 it, itiner (journey, road)
 ity (state of being)
 ac,jact, jec (to throw)
 labor,laborat (to work)
 leg (law)
 loqu, locut (to talk)
 mal (bad)
 mar (sea)
 mon,monit (to warn)
 nav (ship)
 oper (to work)
 pell, puls (to drive)
 pon,posit (to place)
 put,putat (to trim, calculate)
 rid, ris (to laugh)
 rump, rupt (to break)
 sci (to know)
 sent,sens (to think, to feel)
 solv,solut (to loosen)
 tang,tact (to touch)
 ten,tent (to hold)
 urb (city)
 via (way)
 vinct,vict (conquer)
 volv,volut (to roll)

JUNIOR ENGLISH

Level 1

I. Course Description

This course is a continuation of English 2, Level 1 and will reinforce the development of the paragraph while continuing to improve reading skills on an individual basis. Works written by American authors will be read. Special attention will continue to be given to speaking, listening, reading, writing, vocabulary, and spelling. Additional research skills will be developed and interpersonal communication skills will be introduced.

II. General Student Objectives

The student will demonstrate progress toward fulfilling these goals:

A. Reading (Leveled according to ability)

1. establish sequence of events
2. visualize images
3. summarize events in stories
4. utilize appropriate word attack skills (CSSD: Context, sound, structure, dictionary)
5. draw inferences from written and visual expressions
6. recognize themes in literature
7. relate characters and/or themes to himself/herself

B. Writing

1. use new words correctly
2. spell correctly the words most appropriate to his/her needs
3. use a variety of sentence structures
4. expand sentences into paragraphs by writing directions, descriptions, opinion, memos, replies, requests for information
5. write short compositions including processes and personal responses
6. summarize short stories and other literature

C. Study Skills

1. utilize the SQ3R method when appropriate
2. identify the main idea and supporting details in a written or oral passage
3. use inference to recognize information
4. maintain a useful notebook which demonstrates organizational & note-taking skills

5. demonstrate the following library/reference skills
 - a. using an encyclopedia
 - b. using an atlas
 - c. using an almanac
 - d. using newspapers and magazines
6. prepare for and take tests
7. learn and use new words
8. paraphrase and summarize reading material

D. Listening

1. identify the main idea and supporting details in an oral passage
2. identify purposes for listening
3. participate in a small group discussion
4. use basic forms of courtesy in person-to-person or small group communication
5. develop an understanding of internal and external interference to communication
6. recognize non-verbal communication such as body language, gestures, and vocal questions
7. develop an awareness that different people have different perceptions
8. draw inferences from spoken expressions

E. Speaking

1. participate in formal discussions
2. wait for another to finish speaking before responding
3. restate what others have said
4. retell or summarize a story based on what has been said or heard
5. understand the basic process of interpersonal communication
6. use basic forms of courtesy in person-to-person or small group communication
7. develop an understanding of internal and external interference to communication
8. understand the basic process of interpersonal communication
9. develop an awareness that different people have different perceptions
10. participate in small group discussion

III Bibliography

Galvin, Kathleen and Book, Cassandra. Person to Person.

Galvin, Kathleen and Book, Cassandra. Person to Person Workbook.

Homer. The Odyssey.

Melville, Herman. Moby Dick. (Globe Adapted Classics)

Poe, Edgar Allan. An Edgar Allan Poe Reader. (Globe Adapted Classics)

Potter, Robert R. The Reading Road to Writing: Mechanics of Writing.

Potter, Robert R. The Reading Road to Writing: Verbs.

Potter, Robert R. The Reading Road to Writing: Sentences.

Rauch, Sidney J. and Weinstein, Alfred. World of Vocabulary.

Twain, Mark. Tom Sawyer. (Globe Adapted Classics)

JUNIOR ENGLISH

Level 2

I. Course Description

This course examines selected works of American literature from the Colonial period to the Modern Age. Some research in this area will be required. The vocabulary program continues. Language study is continued as are the listening and speaking skills programs. The writing of multi-paragraph compositions will be introduced.

II. General Student Objectives

The student will be able to:

A. Reading

1. locate thesis statements
2. discover an author's organization
3. identify supporting details in an essay
4. draw inferences from works read
5. analyze character and emotions in short stories and novels
6. utilize appropriate word attack skills (CSSD: context, sound, structure, dictionary)
7. identify poetic devices
8. recognize common themes in American literature throughout the 19th and 20th centuries

B. Writing

1. compose strong topic sentences
2. write paragraphs that support topic sentences
3. write paragraphs on incidents and/or characters from literature
4. combine sentences through coordination and subordination to achieve variety in writing
5. construct multiparagraph compositions that support a thesis statement
6. write introductions and conclusions
7. support positions logically in themes of comparison/contrast and character analysis
8. write a research paper on a selected topic relevant to the study of American literature (see Study Skills)

C. Study Skills

1. identify the various types of supporting details such as: example, definition, comparison, anecdote
2. utilize word attack strategies (CSSD: context, sound, structure, dictionary)
3. develop test-taking strategies
4. develop note-taking ability

5. paraphrase and summarize new information
6. draw inferences from written, spoken, or visual expression
7. complete verbal analogies
8. demonstrate a knowledge of the reference resources of the library including non-print materials
9. utilize library resources to write a research paper on a selected topic relevant to the study of American literature
10. demonstrate a knowledge of acceptable research paper format as found in the Merrimack High School Research Paper Guide

D. Listening

1. distinguish tone used by a speaker
2. be aware of external and internal interference
3. adjust listening for specific purposes
4. recognize the speaker's intent
5. identify devices of emotional appeal in speeches

E. Speaking

1. connect ideas when speaking, as in showing comparison/contrast and cause/effect
2. use supporting details to clarify a central idea
3. respond to verbal statements with relevant comments: clarify, qualify, extend, question, and conclude
4. give a demonstration speech using visual aids
5. use accurate, varied, and clear language
6. use appropriate evidence such as statistics, facts, examples, incidents, and testimony

III. Bibliography

Department-designed vocabulary program

Four American Novels

Harris, Raymond. Best Short Stories.

Hemingway, Ernest. The Old Man and the Sea.

Knowles, John. A Separate Peace.

Miller, Arthur. The Crucible.

Miller, Arthur. Death of a Salesman.

Salinger, J.D. Catcher in the Rye.

Simmons, John & Millet, Francis. Reading With a Purpose.

Spiegler, Charles et al. Adventures for Americans.

Steinbeck, John. Of Mice and Men.

Troyka, Lynn and Nudelman, Jerrald. Steps in Composition.

Warriner, John C. English Grammar and Composition 11.

Wilder, Thornton. Our Town.

Williams, Tennessee. The Glass Menagerie.

JUNIOR ENGLISH

Level 3

I. Course Description

This course examines the development of American literature from 1620 to the present. Major writers and their works will be studied in depth. A formal research paper will accompany the literature program. The vocabulary component continues with special attention paid to preparing for the PSAT/SAT exams. The formal language study program will be completed with this course. Composition will be continued with emphasis on the various forms of the essay.

II. General Student Objectives

The student will be able to:

A. Reading

1. utilize appropriate word attack skills (CSSD: context, sound, structure, dictionary)
2. interpret figurative language
3. analyze literary techniques and devices in various genres and relate these devices to the authors' purposes
4. analyze and criticize the major works of American writers
5. relate the major works of American writers to the dominant issues of their time
6. compare and contrast the major literary movements of the 19th and 20th centuries in American literature

B. Writing

1. recognize and write clear thesis statements
2. expand thesis statements into essays
3. write introductions and conclusions
4. recognize and use organizational patterns in writing
5. use transitional devices
6. adapt writing to a specific audience
7. revise written work
8. write a research paper on a selected topic relevant to the study of American literature (see Study Skills)
9. support positions logically in themes analyzing tone, imagery and symbolism

C. Study Skills

1. draw inferences from written, spoken, or visual expressions
2. demonstrate an ability to paraphrase reference material
3. utilize appropriate word attack skills (CSSD: context, sound, structure, dictionary)
4. apply strategies useful for SAT test-taking

5. employ effective research strategies to write critical reviews and one major teacher-designed semester project
6. demonstrate a knowledge of acceptable research paper format as found in the Merrimack High School Research Paper Guide

D. Listening

1. adjust listening for specific purposes
2. recognize the speaker's intent
3. listen critically, determine validity of assertion and tactfully question faulty reasoning
4. recognize that facts must support opinions
5. participate in various types of small group discussions such as panel and committee
6. identify, accept, and utilize criticism
7. modify his/her position when the situation warrants such change

E. Speaking

1. tactfully question faulty reasoning
2. recognize that facts should support a speaker's position
3. classify and organize facts and ideas to facilitate audience understanding and retention
4. use definitions, examples, descriptions, comparisons and restatements to explain difficult terms or ideas
5. adapt speech to the audience
6. identify, accept and utilize criticism
7. modify his/her position when the situation warrants such change
8. make a formal presentation of the semester research project
9. participate in types of small group discussions such as panel and committee
10. recognize that facts must support opinions
11. listen critically, determine validity of assertions and tactfully question faulty reasoning
12. explain term being used within context of speech

IV. Bibliography

Albee, Edward. American Dream/Zoo Story.

Algren, Nelson. The Man With the Golden Arm.

Crane, Stephen. The Red Badge of Courage.

Department-designed vocabulary program

Ellison, Ralph. Invisible Man.

Fitzgerald, F. Scott. The Great Gatsby.

Glatthorn, Allan A. The English Book, 5.

Glatthorn, Allan A. Language Skills 5: An Activity Approach.

Harris, Raymond, ed. Best Short Stories.

Hawthorne, Nathaniel. The Scarlet Letter.

Hemingway, Ernest. The Old Man and the Sea.

Hemingway, Ernest. The Sun Also Rises.

Hodgins, Francis and Silverman, Kenneth. Adventures in American Literature. Heritage, Ed.

Knowles, John. A Separate Peace.

Melville, Herman. Billy Budd.

Melville, Herman. Moby Dick.

Miller, Arthur. The Crucible, in The Portable Arthur Miller.

Miller, Arthur. Death of a Salesman.

Miller, Arthur. All My Sons.

Roberts, Edgar V. Thinking and Writing About Literature.

Roberts, Kenneth. Northwest Passage.

Salinger, J.D. Catcher in the Rye.

Sinclair, Upton. The Jungle.

Steinbeck, John. East of Eden.

Steinbeck, John. Of Mice and Men.

Steinbeck, John. The Moon is Down.

Steinbeck, John. The Winter of Our Discontent.

Steinbeck, John. Tortilla Flat.

Steinbeck, John. The Grapes of Wrath.

Twain, Mark. Adventures of Huckleberry Finn.

Twain, Mark. Letters From the Earth.

Untermeyer, Louis Robert Frost's Poems.

Vonnegut, Kurt. Cat's Cradle.

Weiner, Mitchell. Barron's Verbal Aptitude Workbook for College Entrance Examinations.

Wilder, Thornton. Our Town.

Wilder, Thornton. The Bridge of San Louis Rey.

Williams, Tennessee. The Glass Menagerie.

JUNIOR ENGLISH

Level 4

I. Course Description

This course will provide for the critical analysis of American literature from 1620 to the present, while also examining the historical and social influences on this art form. High-level thinking and writing skills will be required as will literary research. SAT prep program is taught.

II. General Student Objectives

The student will be able to:

A. Reading

1. utilize appropriate word attack skills (CSSD: context, sound, structure, dictionary)
2. recognize and analyze connotative language
3. analyze literary techniques and devices in various genres and relate these devices to the authors' purposes
4. analyze and criticize the major works of American writers
5. relate the major works of American writers to the dominant issues of their time
6. compare and contrast the major literary movements of the 19th and 20th centuries in American literature

B. Writing

1. synthesize information from various sources
2. recognize and use organizational patterns in writing
3. use transitional devices
4. adapt writing to a specific audience
5. revise written work
6. use connotative language effectively
7. write critical reviews of literature using scholarly essays and literary reviews as models and sources
8. support positions logically in themes analyzing structure and prose style and themes of evaluation
9. write a research paper on a selected topic relevant to the study of American literature (see Study Skills)

C. Study Skills

1. utilize appropriate word attack skills (CSSD: context, sound, structure, dictionary)
2. apply strategies useful for SAT test-taking
3. draw inferences from written, spoken, or visual expressions
4. demonstrate a knowledge of the reference resources of the library, including advanced search options (ERIC, inter-library loan, etc.)

5. employ effective research strategy to write a research paper on a selected topic relevant to the study of American literature
6. write critical reviews of literature using scholarly essays and literary reviews
7. demonstrate a knowledge of acceptable research paper format as found in the Merrimack High School Research Paper Guide

D. Listening

1. participate in various types of small group literary discussions, including committee, panel, and debate
2. establish his/her purpose for listening
3. follow the speaker's organization
4. evaluate concepts in oral presentations
5. distinguish between relevant and irrelevant material in oral presentations
6. assess the validity and completeness of the logic in arguments
7. increase effectiveness in group communication: act as a catalyst, listen carefully, examine one's motives, be aware of group sensitivity
8. assume various roles within group discussion

E. Speaking

1. tactfully question faulty reasoning
2. recognize that facts should support a speaker's position
3. classify and organize facts and ideas to facilitate audience understanding and retention
4. use definitions, examples, descriptions, comparisons, and restatements to explain difficult terms or ideas
5. modify his/her position when the situation warrants such change
6. participate in various types of small group literary discussions, including committee, panel, and debate
7. support general statements with proof and plausible arguments
8. increase effectiveness in group communication: act as a catalyst, listen carefully, examine one's motives, be aware of group sensitivity
9. assume various roles within group discussion

III. Bibliography

Albee, Edward. American Dream/Zoo Story.

Algren, Nelson. The Man With The Golden Arm.

Crane, Stephen. The Red Badge of Courage.

Department-designed vocabulary program.

Dreiser, Theodore. An American Tragedy.

Ellison, Ralph. Invisible Man

Fitzgerald, F. Scott. The Great Gatsby.

Glatthorn, Allan A. The English Book, 5.

Glatthorn, Allan A. Language Skills 5: An Activity Approach.

Harris, Raymond, ed Best Short Stories.

Hawthorne, Nathaniel. The Scarlet Letter.

Hemingway, Ernest. The Old Man and the Sea.

Hemingway, Ernest. The Sun Also Rises.

Hodgins, Francis and Kenneth Silverman. Adventures in American Literature..

Knowles, John. A Separate Peace.

Massey, John K. The Comic Spirit in America.

Melville, Herman. Billy Budd.

Melville, Herman. Moby Dick.

Miller, Arthur. The Crucible in The Portable Arthur Miller.

Miller, Arthur. Death of a Salesman.

Roberts, Edgar V. Thinking and Writing About Literature.

Roberts, Kenneth. Northwest Passage.

Salinger, J.D. Catcher in the Rye.

Sinclair, Upton. The Jungle.

Steinbeck, John. East of Eden.

Steinbeck, John. Of Mice and Men.

Steinbeck, John. The Moon is Down.

Steinbeck, Joh. The Grapes of Wrath.

Steinbeck, John. The Winter of Our Discontent.

Steinbeck, John. Tortilla Flat.

Twain, Mark. Adventures of Huckleberry Finn.

Twain, Mark. Letters From The Earth.

Untermeyer, Louis. Robert Frost's Poems.

Vonnegut, Kurt. Cat's Cradle.

Warriner, John. Advanced Composition.

Weiner, Mitchell. Barron's Verbal Aptitude Workbook for College Entrance Examinations.

Wilder, Thornton. Our Town.

Wilder, Thornton. The Bridge of San Luis Rey.

Williams, Tennessee. The Glass Menagerie.

JUNIOR ENGLISH VOCABULARY

*arbiter	*connotation	*espionage	*implication
*arbitrary	*consecrate	esprit de corps	*implicit
arcade	*consort	estranged	imprecate
archipelago	*constraint	ethereal	impregnable
*arduous	*consummate	*eulogy	impropriety
*aromatic	*context	evanescent	improvident
*arraign	*contiguous	evince	impugn
arrant	contingent	*evoke	*inanimate
*arrogance	*contortions	*exemplary	inadvertance
ascetic	contumacious	exhort	*inarticulate
*ascribe	contusion	exigency	*incapacitate
*ashen	*convene	*exotic	*mercurial
askew	*conveyance	*expiate	mete
*aspirant	convivial	expediency	metropolis
*aspiration	convoke	expeditiously	*mettle
*assail	coquette	expiate	mien
assay	corporeal	*expunge	*migratory
astral	*corroborate	expurgate	militate
astringent	cortege	*extant	mincing
*atheistic	*cosmic	extirpate	misadventure
athwart	covenant	*extort	*misapprehension
attenuate	*covert	*homogeneous	*miscreant
*attribute	covetous	*humane	*misgivings
*attrition	cower	*humdrum	*mishap
augment	*crass	*humid	*missile
augury	credulity	*humility	mite
auspicious	*creed	*hypochondriac	*mitigate
*austerity	*crevice	*hypocritical	*mobile
*authenticate	criterion	ideology	mode
autocrat	crone	*idiom	modicum
autonomous	*enormity	idiosyncrasy	molten
*autopsy	enrapture	igneous	*momentous
*averse	*enthrall	ignoble	*monotheism
*avid	*entree	ignominious	*moodiness
avow	*entrepreneur	illimitable	*morbid
*awe	epicurean	*imbecility	*morose
babble	epigram	imbibe	*mortician
badger	epilogue	*imminent	*mortify
baffle	epitaph	*immobility	mote
balk	*epithet	*immune	mountebank
*concoct	epitome	*impasse	*muddle
*concurrent	epoch	*impending	multiform
*condescend	*equestrian	impenitent	multiplicity
condign	equinox	imperious	*murkiness
*condiments	*equity	impermeable	muse
*condole	*equivocate	*impertinent	musky
*congeal	*erode	imperturbability	mutable
congruence	*errant	impiety	*mutilate
conjugal	*escapade	impious	*mutinous
*connivance	esoteric	*implacable	

nadir	somnambulist	*validate	amuck
precipitate	*spasmodic	vapid	*anemia
precipitous	specious	variegated	annuity
preclude	spectral	*waive	*anonymous
precocious	spurious	*wan	*anthropologist
precursor	*squalid	*wane	antipathy
*predatory	*staid	wanton	apex
preeminent	*stamina	wary	apothecary
*premonition	*stentorian	wheedle	*apparition
*preposterous	stigmatize	*whet	*appraise
*prevaricate	stint	*wily	
*procrastinate	stipend	winsome	
profligate	*stoic	*witless	
*profusion	*stolid	*witticism	* Level Two
progenitor	strident	wizened	
progeny	*subjugate	wont	
*prognosticate	sub *rosa	worldly	
*prolific	*subsequent	*wrest	
promiscuous	subservient	*zenith	
*prone	subsistence	abase	
propagate	*substantiate	*abhor	
*propensity	*subterfuge	abjure	
propitiate	*subtlety	ablution	
propound	subversive	*absolve	
propriety	*succinct	*abstinence	
propulsive	*succulent	accrue	
*prostrate	suffuse	ascetic	
protege	sully	acknowledge	
protrude	sultry	*acme	
provident	*sumptuous	acquiescent	
provocation	under	*acrid	
proximity	*ultimate	*adage	
proxy	*ultimatum	addle	
*pseudonym	unassuming	*adept	
*pugnacious	unbridled	adipose	
pulmonary	uncanny	*affinity	
*pulsate	unconscionable	agape	
*pungent	*uncouth	*aggrandize	
*puny	unctuous	agnostic	
purge	*unearthly	albeit	
*purloin	*unequivocal	alimentary	
simian	*unfaltering	alimony	
*simile	*unfeigned	*allocate	
*simulate	*unique	alloy	
*sinuous	unmitigated	amalgamate	
skimp	unwonted	ambrosia	
*skulk	unbraid	amiable	
solicitous	*urbane	*amicable	
soliloquy	vacuous	amnesia	
solstice	vagary	*amphibian	

NOTE: DO NOT GIVE WORDS TO STUDENTS IN THE ORDER PRESENTED HERE; TAKE THE WORDS AT RANDOM AND INTRODUCE THEM TO THE STUDENTS.

ADDITIONAL JUNIOR LEVEL 4 VOCABULARY

condone	homonym	motif	spatial
confiscate	hubbub	muggy	spawn
conformity	hybrid	mulct	sporadic
congenital	hypothetical	munificent	stagnant
connoisseur	idolatry	musty	stanch
connubial	imbue	precept	statute
consensus	immaculate	prefatory	stein
contaminate	impair	prelude	stellar
contentious	impassive	presentiment	stupor
contraband	impeach	presumption	stymie
contrite	impetuous	prim	suavity
conversant	ingrate	probity	sublime
copious	insinuate	prodigal	subsidiary
cornice	insipid	profane	summation
corpulent	insolent	promontory	sundry
countermand	insolvency	protract	argot
counterpart	integrate	prurient	artifacts
coy	intellect	psychiatrist	artisan
craven	menial	puerile	asceticism
crestfallen	mentor	pulchritude	asseverate
ennui	mercantile	punitive	assiduous
ephemeral	meringue	purgatory	assuage
epicure	meticulous	purveyor	astute
escutcheon	migrant	sinister	atrophy
ethnic	mirage	skittish	atypical
eulogistic	misdemeanor	sleazy	automaton
evasive	misogynist	slovenly	avarice
exasperate	modish	sojourn	aver
exhume	millify	solvent	avouch
exodus	molt	spangle	avuncular

SENIOR ENGLISH

Level 1

I. Course Description

This course is a continuation of English 3, level 1 and will stress the development of the multi-paragraph composition while continuing to improve reading skills on an individual basis. Works written by European authors will be read. Attention will continue to be given to speaking, listening, reading, vocabulary and spelling. Additional research skills will be developed as will interpersonal communication skills.

II. General Student Objectives

The student will demonstrate progress toward fulfilling these goals:

A. Reading (Leveled according to ability)

1. utilize appropriate word attack skills (CSSD: context, sound, structure, dictionary)
2. draw inferences from written and visual expression
3. draw conclusions
4. compare and contrast the characters in the stories read
5. identify the themes of the various novels, stories, and plays read and relate these themes to himself/herself
6. compare and contrast the various themes of the works read

B. Writing

1. write short compositions including processes and personal responses
2. summarize short stories and other literature
3. write business letters and personal letters including resumes and letters of application
4. write personal responses to the themes and characters of literature
5. write longer compositions according to ability

C. Study Skills

1. use inference to recognize information
2. utilize library resources for practical and personal purposes
3. maintain a useful notebook which demonstrates organizational and note-taking skills
4. prepare for and take tests
5. learn and use new words
6. paraphrase and summarize reading material
7. utilize SQ3R method of study-reading

D. Listening

1. understand the basic process of interpersonal communication
2. use basic forms of courtesy in person-to-person or small group communication
3. adjust listening for specific purposes
4. develop an understanding of internal and external interference
5. develop an understanding of interpersonal and intrapersonal communication
6. recognize non-verbal messages such as: body language, gestures, vocal cues
7. recognize that different people have different perceptions
8. draw inferences from spoken expressions

E. Speaking

1. understand the basic process of interpersonal communication
2. use basic forms of courtesy in person-to-person and small group communication
3. develop an understanding of interpersonal and intrapersonal communication
4. develop an understanding of internal and external interference
5. recognize that different people have different perceptions
6. make relevant and appropriate comments/remarks
7. participate in small group discussions

III. Bibliography

Bronte, Charlotte. Jane Eyre. (Globe Adapted Classic)

Dickens, Charles. A Tale of Two Cities. (Globe Adapted Classic)

Dogle, Arthur C. The Adventures of Sherlock Holmes. (Globe Adapted Classic)

Galvin, Kathleen and Book, Cassandra. Person to Person.

Galvin, Kathleen and Book, Cassandra. Person to Person Workbook.

Rauch, Sidney J. and Weinstein Alfred. World of Vocabulary.

Spencer, Nick and Seyba, Mary. The ABC's of Usage and Punctuation.

Verne, Jules. Twenty Thousand Leagues Under the Sea. (Globe Adapted Classic)

SENIOR ENGLISH

Level 2

I. Course Description

This course examines selected works of British literature including the plays of William Shakespeare. Major writers and their works will be read and discussed. The writing program will continue with emphasis on the various forms of the essay. A research paper will be required.

II. General Student Objectives

The student will be able to:

A. Reading

1. utilize appropriate word attack skills (CSSD: context, sound, structure, dictionary)
2. analyze the main idea and supporting details of the literature read
3. interpret figurative language
4. identify characteristics of the following types of literature: novel, short story, drama
5. make inferences and draw conclusions from the works read
6. compare and contrast literary works of the same genre
7. identify the major characteristics of British prose and poetry

B. Writing

1. combine sentences through coordination and subordination to achieve variety in writing
2. construct multi paragraph compositions that support a thesis statement
3. write introductions and conclusions
4. support positions logically in themes of comparison/contrast and character analysis
5. apply themes in literature to his/her personal experience
6. construct a concise, effective resume
7. write effective letters of application and inquiry
8. write a research paper on a selected topic relevant to the study of British literature (See Study Skills)

C. Study Skills

1. utilize appropriate word attack skills (CSSD: context, sound, structure, dictionary)
2. paraphrase and summarize new information
3. develop appropriate test-taking strategies
4. complete verbal analogies
5. draw inferences in written, spoken or visual expressions
6. utilize library resources for practical and personal purposes

7. utilize library resources to write a research paper on a subject relevant to the study of British literature
8. demonstrate a knowledge of acceptable bibliography format as found in the Merrimack High School Research Paper Guide

D. Listening

1. distinguish tone used by a speaker
2. be aware of external and internal interference
3. adjust listening for specific purposes
4. recognize the speaker's intent
5. identify devices of emotional appeal in speeches
6. assess credibility or authority of a speaker, based on criteria meaningful to him/her

E. Speaking

1. use accurate, varied, and clear language
2. connect ideas when speaking, as in showing comparison/contrast and cause/effect
3. prepare and present an informative speech
4. respond to verbal statements with relevant comments: clarify, qualify, extend, question, and conclude
5. assess credibility or authority of a speaker, based on criteria meaningful to him/her

III. Bibliography

Dickens, Charles. A Tale of Two Cities.

Department-designed vocabulary program

Glatthorn, Alan. Language Skills 6: An Activity Approach.

Golding, William. Lord of the Flies.

Head, James, and MacLea, Linda. Myth and Meaning.

Huxley, Aldous. Brave New World.

Orwell, George. 1984.

Rockowitz, Murray, and Kaplan, Milton. The World of Poetry.

Shakespeare, William. Hamlet.

Shakespeare, William. The Taming of the Shrew.

Troyka, Lynn and Nadelman, Jerrald. Steps in Composition.

Wilde, Oscar. The Picture of Dorian Gray.

White, E.B., The Once and Future King.

SENIOR ENGLISH

Level 3

I. Course Description

This course examines selected works of British literature including the plays of William Shakespeare. Major writers and their works will be read and discussed. The writing program continues with emphasis on revising and polishing the essay. Critical reviews and a formal research paper will accompany the literature.

II. General Student Objectives

The student will be able to:

A. Reading

1. recognize and analyze connotative language
2. utilize appropriate word attack skills (CSSD: context, sound, structure, dictionary)
3. analyze literary techniques and devices in various genres and relate these devices to the author's purpose
4. analyze and criticize the major works of British writers
5. relate the major works of British writers to the dominant issues of their time
6. compare and contrast the major literary movements in British literature

B. Writing

1. recognize and use organizational patterns in writing
2. use transitional devices
3. adapt writing to a specific audience
4. revise written work
5. create effective introductions and conclusions
6. support positions logically in themes analyzing structure and language and themes of evaluation
7. write a comprehensive critical review in the area of British literature

C. Study Skills

1. draw inferences in written, spoken, or visual expressions
2. demonstrate an ability to paraphrase reference material
3. utilize appropriate word attack skills (CSSD: context, sound, structure, dictionary)
4. utilize effective test-taking skills
5. apply strategies usefull for SAT test-taking
6. demonstrate a knowledge of the reference resources of the library, including advanced search options (ERIC, interlib loan, etc.)

7. write critical reviews of literature using scholarly essays and literary reviews
8. employ effective research strategies to write a research paper on a selected topic relevant the study of British literature
9. demonstrate a knowledge of acceptable bibliography format as found in the Merrimack High School Research Paper Guide

D. Listening

1. listen critically, determine validity of assertion and tactfully question faulty reasoning
2. recognize that facts must support opinions
3. be aware of external and internal interference
4. adjust listening for specific purpose
5. recognize the speaker's intent
6. identify devices of emotional appeal in speeches
7. assess credibility or authority of a speaker, based on criteria meaningful to his/her

E. Speaking

1. classify and organize facts and ideas to facilitate audience understanding and retention
2. use definitions, examples, descriptions, comparisons and restatements to explain difficult terms or ideas
3. identify, accept, and utilize criticism
4. modify his/her position when the situation warrants such change
5. support general statements by proof and plausible argument
6. participate in discussions including committee, panel, and debate
7. increase effectiveness in group communication; act as a catalyst, listen carefully, examine one's motives, be aware of group sensitivity
8. assume various roles within group discussions
9. respond to verbal statements with relevant comments: clarify, qualify, extend, question, and conclude

III. Bibliography

Anonymous. Beowulf.

Austen, Jane. Pride and Prejudice.

Barzan, Jacques. Simple and Direct: A Rhetoric for Writers.

Bronte, Emily. Wuthering Heights.

Chaucer. The Canterbury Tales.

Conrad, Joseph. Lord Jim.

Conrad, Joseph. The Secret Sharer.

Corrigan, Robert W. Masterpieces of the Modern Irish Theater.

Damrosch, Leopold et al. Adventures in English Literature.

Department-designed vocabulary program

Dickens, Charles. Pickwick Papers.

Dickens, Charles. A Tale of Two Cities.

Hardy, Thomas. The Return of the Native.

Hodgart, Matthew. Satire.

Huxley, Thomas. Brave New World.

Meredith, Robert C. Writing With Action.

Payne, Lucille Vaughn. The Lively Art of Writing.

Roberts, Edgar V.. Thinking and Writing About Literature.

Shakespeare, William. As You Like It.

Shakespeare, William. Hamlet.

Shakespeare, William. A Midsummer Night's Dream.

Shakespeare, William. Othello.

Shaw, George Bernard. Man and Superman.

Shaw, George Bernard. Arms and the Man.

Shelley, Mary. Frankenstein.

Skwire, David. Writing With a Thesis.

Spark, Murial. The Prime of Miss Jean Brodie.

Stevenson, Robert Louis. Dr. Jekyll and Mr. Hyde.

Stoker, Bram. Dracula.

Strunk, William and White, E.B. The Elements of Style.

Warriner, John. Advanced Composition.

White, E.B.. The Once and Future King.

Wilde, Oscar. The Picture of Dorian Gray.

Zinsser, William. On Writing Well.

SENIOR ENGLISH

LEVEL 4

I. Course Description

This course will provide for the critical analysis of British literature. High-level thinking and writing skills will be required, as will literary research. Students will be expected to complete a scholarly senior thesis independently and to present it formally.

I. General Student Objectives

The student will be able to:

A. Reading

1. utilize appropriate word attack skills (CSSD: context, sound, structure, dictionary)
2. recognize and analyze connotative language
3. analyze and criticize the use and effect of literary techniques in forms of literature
4. analyze and evaluate imagery and symbolism, prosody, tone, setting and structure of British literature
5. relate the major works of British writers to the dominant issues of their time

B. Writing

1. use connotative language effectively
2. use allusion effectively
3. write critical reviews of British literature using scholarly essays and literary reviews as models and sources
4. prepare an independent, scholarly paper in British literature from proposal to completion (see Study Skills)

C. Study Skills

1. utilize appropriate word attack skills (CSSD: context, sound, structure, dictionary)
2. draw inferences from written, spoken, or visual expressions
3. apply strategies used for SAT test-taking
4. demonstrate a working knowledge of primary, secondary, and reference sources of the library
5. write critical reviews of British literature using scholarly essays and literary reviews
6. prepare an independent, scholarly paper in British literature from proposal to completion
7. demonstrate a knowledge of acceptable bibliography format as found in the Merrimack High School Research Paper Guide

D. Listening

1. participate in various types of small group literary discussions, including committee, panel, and debate
2. establish his/her purpose for listening
3. follow the speaker's organization
4. evaluate concepts in oral presentations
5. distinguish between relevant and irrelevant material in oral presentations
6. assess the validity and completeness of the logic in arguments
7. increase effectiveness in group communication: act as a catalyst, listen carefully, examine one's motives, be aware of group sensitivity

E. Speaking

1. support general statements with proof and plausible arguments
2. increase effectiveness in group communication: act as a catalyst, listen carefully, examine one's motives, be aware of group sensitivity
3. assume various roles within group discussion
4. deliver oral presentation of senior thesis

IV. Bibliography

Anonymous, Beowulf.

Austen, Jane. Pride and Prejudice.

Barzun Jacques. Simple and Direct: A Rhetoric for Writers.

Bronte, Emily. Wuthering Heights.

Chaucer. The Canterbury Tales.

Conrad, Joseph. Lord Jim.

Conrad, Joseph. The Secret Sharer.

Damrosch, Leopold et al. Adventures in English Literature.

Department-designed vocabulary program

Dickens, Charles. Pickwick Papers.

Dickens, Charles. A Tale of Two Cities.

Hardy, Thomas. The Return of the Native.

Hurley, Aldous. Brave New World.

Joyce, James. Portrait of the Artist as a Young Man.

Meredith, Robert C. Writing in Action.

Roberts, Edgar V. Thinking and Writing About Literature.

Shakespeare, William. As You Like It.

Shakespeare, William. Hamlet.

Shakespeare, William. A Midsummer Night's Dream.

Shakespeare, William. The Taming of the Shrew.

Shaw, George Bernard. Man and Superman.

Shaw, George Bernard. Arms and the Man.

Shelley, Mary. Frankenstein.

Skwire, David. Writing With a Thesis.

Spark, Muriel. The Prime of Miss Jean Brodie.

Stevenson, Robert Louis. Dr. Jekyll and Mr. Hyde.

Stoker, Bram. Dracula.

Strunk, William and White, E.B. The Elements of Style.

Swift, Jonathan. A Modest Proposal.

Zinsser, William. On Writing Well.

SENIOR ENGLISH VOCABULARY

*apprehend	*bravado	*depreciate	incommodious	*novice
*aptitude	*breach	depredation	*incongruity	noxious
aquiline	*brevity	*derelict	*incredulity	nugatory
arable	broach	*derision	*increment	numismatist
*ardor	brocade	desiccate	*incumbent	*nutrient
artifice	*brochure	extrude	incursion	*oaf
*ascertain	brooch	*exuberant	*indefatigable	obfuscate
*asinine	*brusque	*fabricate	*indict	*obliterate
aspersion	bullion	*facetious	indigenous	*oblivion
asteroid	bulwark	*facile	*indisputable	*obnoxious
*atrocitiy	*bungle	*facilitate	*indomitable	obtrude
*attest	buttress	*faction	indulgent	*obtrusive
*audacity	cabal	fallacious	*inept	obviate
*audit	cadaverous	*fallible	*inexorable	*occult
*austere	culinary	fallow	*infamous	odiferous
*auxiliary	cull	*fanaticism	*inference	*odorous
*awry	*culmination	fancied	infinitesimal	officious
*axiom	*culpable	*fantastic	*inflated	olfactory
azure	*cursory	fastidious	*influx	oligarch
*balmy	dally	faux pas	*infraction	*ominous
banal	dearth	fawning	*infringe	*omniverous
bandanna	debase	feint	*inherent	*onerous
bantering	debutante	felicitous	*inhibit	*onomatopoeia
*barb	*decadence	*fervent	iniquitous	onslaught
*barrage	deciduous	fester	inkling	opaque
*barrister	*decorous	fetid	*innate	opprobrious
batten	decoy	fetter	innocuous	*pyromaniac
bedraggle	deducible	*fictitious	*innovation	*quack
*beguile	*defamation	filial	innuendo	qualms
behoove	*defeatist	*finale	inordinate	*quell
*belated	*deference	*finesse	inscrutable	querulous
benediction	*definition	finicky	*insomnia	quibble
*benefactor	*definitive	*fissure	*instigate	*quip
*beneficiary	*deflect	fitful	insuperable	*quirk
*benevolent	*defunct	flaccid	insurgent	quizzical
benighted	deign	flagging	*integrity	*rabid
*berate	*delete	*flagrant	*naivete	ramp
bestow	delineation	flay	natal	*rancid
bete noire	*delirium	flick	*nauseous	*rancor
bicameral	*delusion	flippancy	nemesis	*rant
bizarre	*demean	flotilla	nepotism	rapacious
blandishment	*demeanor	flout	nettle	*rationalize
blasphemous	*demise	*fluctuation	nib	ravenous
*blatant	demolition	*fluency	nicety	recalcitrant
*bleak	demur	*fluster	nomadic	recant
bloated	demure	*incessant	*nonchalance	*recapitulate
bludgeon	*depict	incipient	*noncommittal	*recession
bolster	*deplete	*incisive	nonentity	recipient
*bountiful	deprecate	*incite	non sequitur	*reciprocal
bourgeois	deprecatory	*inclusive	*nostalgia	*reciprocate

*recluse	tortuous	*cite
*reconcile	*touchy	*claustrophobia
*recourse	*toxic	cleft
recrimination	tractable	*coerce
rectitude	*tranquillity	cognomen
recumbent	*transcend	coincident
*recurrent	barterer	collier
redolent	bauble	*combustible
redoubtable	*belabor	*commandeer
redress	*benign	commodious
*redundant	bereft	
*reek	besmirch	* Level Two
refutation	betroth	
*regale	*biennial	
regeneration	*bigotry	
regime	bilious	
*supercede	*bland	
supine	*blighted	
supplicate	blithe	
surcease	*bogus	
*surly	*boisterous	
*surmise	bouillon	
*surveillance	*brazen	
sustenance	buffoonery	
*swelter	burlesque	
sylvan	buxom	
*synthesis	cadaver	
*taciturn	*caliber	
*tactile	cameo	
*taint	canard	
tantalize	*candor	
tautological	canter	
*temporize	*canvass	
*tenet	capacious	
tenuous	carat	
*terrestrial	carnal	
*terse	carniverous	
testy	catechism	
tether	*caustic	
*therapeutic	celibate	
*thermal	*censure	
throes	centaur	
*throttle	centigrade	
thwart	centrifugal	
timidity	charisma	
*tirade	*chassis	
*titanic	chattel	
toady	chide	
topography	*chiroprapist	
torpid	churlish	

ADDITIONAL SENIOR LEVEL 4 VOCABULARY

abeyance	dank	hirsute	opulence
abstruse	decry	inconoclastic	orifice
adduce	demagogue	imbroglio	palliate
adventitious	denizen	immutable	penchant
amnesty	deposition	impecunious	peripatetic
amorphous	destitute	incarcerate	perspicacious
antithesis	dialectic	incarnate	pillory
aperture	disparity	incendiary	pommel
argot	dissuasion	incontrovertible	predilection
baneful	dogmatic	ingratiate	pristine
baroque	dour	inimical	prodigious
beleaguer	educe	insatiable	pusillanimous
bellicose	enclave	insidious	ramification
bumptious	ensconce	intransigent	ratiocination
burgeon	erudite	jingoism	retrograde
cache	exculpate	largess	salubrious
cacophony	extrinsic	liaison	sequester
canker	exude	loathe	sinecure
capricious	fain	lugubrious	sonorous
captious	fealty	magniloquent	supercilious
circuitous	fecundity	martinet	surreptitious
clandestine	flotsam	meretricious	theocracy
cogent	foray	metamorphosis	traduce
cognate	fresco	moot	vacillation
cohesion	germane	moribund	venerate
collate	gourmand	mundane	verbiage
concomitant	gratuitous	neophyte	vitiate
controvert	halcyon	niggardly	vitriolic
coterie	harrow	obdurate	whimsical
credence	hibernal	obsequious	zealot

NOTE: DO NOT PRESENT THE WORDS TO THE STUDENT IN THE ORDER GIVEN HERE;
PRESENT THE WORDS AT RANDOM.

CREATIVE WRITING

Level 3

I. Course Description

This course gives the student an outlet for his/her imagination. Poetry, plays and short stories are written.

II. Basic Course Outline

- A. Using specific details in description
- B. Visual imagery
- C. Sound imagery
- D. Metaphor
- E. Writing a character sketch
 - 1. characterization
 - 2. incorporation of dialogue in narration
- F. Plot development and playwriting
- G. Forms of poetry
 - 1. traditional poetry with rhythm and rhyme
 - 2. free form poetry
 - 3. concrete poetry
- H. Writing from a definite point of view
- I. Writing a short story
- J. Journal keeping
- K. Writing a personal experience narrative

III. General Student Objectives

The student will be able to:

- A. write clear and vivid descriptions
- B. relate the difference between a general and a specific description
- C. transform a prose writing into a poem
- D. write lively dialogue which captures the personality of the speaker
- E. invent believable fictional characters which are not stereotypes
- F. develop a plot which rises to a climax and then is logically resolved
- G. use plots in plays and short fiction
- H. experiment with a variety of traditional and modern forms of poetry in his/her own poetry writing
- I. write a story from several points of view
- J. express the value of journal keeping
- K. gain confidence in his/her own ideas and his/her ability to express them
- L. gain a respect for other people's creative endeavors

IV. Bibliography

Berbrich, Joan D. Writing Creatively.

Norton, James and Gretton, Francis. Writing Incredibly Short
Plays, Poems, Stories.

SPEECH COMMUNICATION

Level 3

I. Course Description

This course covers the prime factors in speaking--speaker audience, development of the subject, voice, and choice of language.

II. Basic Course Outline

- A. The communication process
- B. Voice and diction
- C. Oral interpretation
- D. Radio and television announcing
- E. Informative speaking
- F. Impromptu speaking
- G. Extemporaneous speaking
- H. Persuasive speaking

III. General Student Objectives

The student will be able to:

- A. read literature aloud, coherently, and with emphasis
- B. listen intelligently to oral presentations of others
- C. present the following oral performances:
 - 1. oral interpretation program
 - 2. original television commercial
 - 3. informative speech
 - 4. demonstration/visual aid speech
 - 5. impromptu speech
 - 6. extemporaneous speech
 - 7. persuasive speech
- D. give and receive legitimate criticism
- E. demonstrate a working knowledge of the elements of oral communication
- F. compose an organized, researched, coherent speech

IV. Activities

- A. Simulations
- B. Videotaping of performances
- C. Films
- D. Records and cassettes
- E. Group interaction
- F. Library research
- G. Individual performances
- H. Written critiques

V. Method of Student Evaluation

- A. Classroom performances
- B. Written critiques
- C. Research
- D. Classwork
- E. Participation

VI. Bibliography

Allen, R.R., et al.. Communication:Interacting Through Speech.

Brooks, William and Gustav, Friedrich. Teaching Speech Communication in the Secondary School.

Elson, E.F. and Peck, Alberta. The Art of Speaking.

Minnick, Wayne. Improving Voice and Diction.

Woolbert, Charles and Severina, Nelson. The Art of Interpretative Speech. New York: Appleton-Century-Croft, 1968.